DOCUMENT RESUME

ED 068 039 24 HE 003 482

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TITLE	An Evaluative Study of the Effects of Adoption of the 4-1-4 Calendar-Curriculum Format. Final Report.
INSTITUTION	Eckerd Coll., St. Petersburg, Fla.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Regional Research Program.
BUREAU NO	BR-2-D-025
PUB DATE	Sep 72
GRANT	OEG-4-72-0011
NOTE	174p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Educational Innovation; *Higher Education; *School Calendars; *School Schedules; *Semester Division

ABSTRACT

An analysis and evaluation of the 4-1-4 calendar and interim term curriculum at three 4-1-4 institutions (and two non 4-1-4 colleges) was conducted. The relationship between the adoption of 4-1-4 and changes in curricular, instructional, and administrative design and operation of these institutions was examined. Analysis indicates that the 4-1-4 colleges participating have not been thorough in defining and implementing philosophy and objectives for their interim terms and in conducting evaluations. Numerous alterations of work pattern, methods of instruction utilization of campus resources, and student-faculty interaction do occur in the interim term. Once the interim term is complete, however, there tends to be a reversion to the more typical patterns that dominate the wing semesters. The 4-1-4 calendar and interim term curriculum appears to be a viable curricular pattern that has maintained the confidence of those institutions that have adopted it, but which has yet to reach its potential as a creative, imaginative, enriching change of pace experience. (Author/HS)

ED 068039

Final Report

Project No. 2-D-025
Grant No. OEG-4-72-0011

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AN EVALUATIVE STUDY OF THE EFFECTS OF ADOPTION OF THE 4-1-4 CALENDAR-CURRICULUM FORMAT

September 1972

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ABSTRACT

AN EVALUATIVE STUDY OF THE EFFECTS OF ADOPTION OF THE 4-1-4 CALENDAR-CURRICULUM FORMAT

An analysis and evaluation of the 4-1-4 calendar and interim term curriculum at three 4-1-4 institutions (and two non 4-1-4 colleges) was conducted, relying upon institutional data, questionnaires, and interviews. The relationship between the adoption of 4-1-4 and changes in curricular, instructional, and administrative design and operation of these institutions was examined.

Analysis indicates that the 4-1-4 colleges participating have not been thorough in defining and operationalizing philosophy and objectives for their interim terms and in conducting evaluations.

Numerous alterations of work pattern, methods of instruction, utilization of campus resources, and student-faculty relations do occur in the interim term. Once the interim term is complete, however, there tends to be a reversion to the more typical patterns that dominate the wing semesters.

On 54 paired-comparison items between the interim term and regular semesters it was found that some 18 differences were significant--e.g., in the interim there is a greater tendency for the curriculum to reflect student needs and interests, for informal exchanges between students and faculty, for students to read materials beyond requirements, and for students to think seriously about issues raised.

The 4-1-4 calendar and interim term curriculum appears to be a viable curricular pattern that has maintained the confidence of those institutions that have adopted it, but which has yet to reach its potential as a creative, imaginative, enriching "change of pace" experience.

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E. Timothy Lightfield

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TABLE OF CONTENTS

List of Tables ii

List of Appendixes iv

Chapter I: Introduction 1

Chapter II: Methods and Procedures 12

Chapter III: Evaluation of the 4-1-4 and Interim Term 22

Chapter IV: The Interim Term as a Spur Toward Institutional Change 30

Chapter V: Conclusions and Interpretations .. 53

Chapter VI: Recommendations 58

Appendixes I - VII

LIST OF TABLES

Table		Page
1.	RESPONSE RATE FOR STUDENT, FACULTY AND ADMINISTRATOR SAMPLES AT FIVE PARTICIPATING INSTITUTIONS.	18
2.	DISTRIBUTION OF APPROACHES TO THE INTERIM TERM FOR THE THREE 4-1-4 INSTITUTIONS--X, Y, AND Z.	24
3.	PERCENTAGE STUDENT ENROLLMENT BY APPROACH TO INTERIM TERM FOR COLLEGE X, JANUARY 1972.	25
4.	PERCENTAGE STUDENT ENROLLMENT BY APPROACH TO INTERIM TERM FOR COLLEGE Y, JANUARY 1972.	25
5.	FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE EXISTENCE OF THE INTERIM TERM AS A SIGNIFICANT FACTOR AFFECTING THEIR DECISION TO ACCEPT APPOINTMENT TO THE COLLEGE.	33
6.	FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH INVOLVEMENT IN DECISION-MAKING, ADMINISTRATION, AND GOVERNANCE OF THE COLLEGE IS HIGHEST.	35
7.	FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH INVOLVEMENT IN THE SOCIAL AND RECREATIONAL ACTIVITIES PROVIDED BY OR AT THE COLLEGE IS HIGHEST.	37
8.	FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE DEGREE TO WHICH THERE IS AGREEMENT-DISAGREEMENT THAT THERE IS A SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN THE CURRICULUM FROM THE INTERIM TERM EXPERIENCE TO THE SPRING SEMESTER.	39
9.	FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH UTILIZATION OF THE RESOURCES OF THE LIBRARY OF THE COLLEGE IS GREATEST.	41
10.	FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE DEGREE TO WHICH THERE IS AGREEMENT-DISAGREEMENT THAT THERE IS A SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN INSTRUCTION AND LEARNING ACTIVITIES FROM THE INTERIM TERM TO THE SPRING SEMESTER.	42

11. PERCENTAGE DISTRIBUTION OF ACADEMIC GRADES BY ACADEMIC TERMS FOR COLLEGE X AND COLLEGE Y, 1970-71 ACADEMIC YEAR 44

12. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS HIGHEST. 45

13. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS THE LOWEST. 47

14. ANALYSIS OF STATISTICALLY SIGNIFICANT QUESTIONNAIRE ITEMS AND THE DIRECTION AND RELATIVE STRENGTH OF FREQUENCY DISTRIBUTIONS OF THOSE 18 ITEMS--REGULAR SEMESTERS VS. INTERIM TERM. 50

APPENDIXES

I. RESEARCH INSTRUMENT--PHASE I: INSTITUTIONAL DATA
   SECTION I: DIRECTIONS FOR COMPILATION OF INSTITUTIONAL DATA
   SECTION II: ALTERATION TO DIRECTIVES FOR PHASE I: COMPILATION OF INSTITUTIONAL DATA

II. RESEARCH INSTRUMENT--PHASE II: QUESTIONNAIRES
   SECTION I: QUESTIONNAIRE FOR STUDENTS
   SECTION II: QUESTIONNAIRE FOR FACULTY/ADMINISTRATORS

III. CONTACT LETTERS TO SAMPLES AT PARTICIPATING INSTITUTIONS

IV. RESEARCH INSTRUMENT--PHASE III: INTERVIEW SCHEDULES
   SECTION I: QUESTIONNAIRE FOR STUDENTS-4-1-4 INSTITUTIONS
   SECTION II: QUESTIONNAIRE FOR FACULTY-4-1-4 INSTITUTIONS
   SECTION III: QUESTIONNAIRE FOR ADMINISTRATORS-4-1-4 INSTITUTIONS
   SECTION IV: ADDENDUM ITEMS FOR STUDENTS, FACULTY AND ADMINISTRATORS-NON 4-1-4 INSTITUTIONS

V. FINDINGS--PHASE II: FREQUENCY DISTRIBUTIONS, ITEMS 1-94

VI. CHI SQUARE DISTRIBUTIONS FOR 18 ITEMS WITH SIGNIFICANT DIFFERENCES--REGULAR SEMESTERS VERSUS INTERIM TERM

VII. CLASSIFIED BIBLIOGRAPHY

CHAPTER I

INTRODUCTION

Section I: Statement of the Problem

Section II: Significance of the Problem

Section III: Review of Related Research

Section IV: Conceptual Framework

AN EVALUATIVE STUDY OF THE EFFECTS OF ADOPTION OF THE
4-1-4 CALENDAR-CURRICULUM FORMAT

I. Statement of the Problem

The purpose of this project was to evaluate the significance of the adoption of the 4-1-4 calendar and interim term curriculum for a selected sample of institutions of higher education in terms of the specific philosophies and objectives set for the interim term; and, to determine the relationship between the adoption and institutionalization of the 4-1-4 calendar and interim term curriculum and the spur toward change in curricular, instructional, and administrative design and operation of these institutions studied.[1]

II. Significance of the Problem

A. Historical Relevance and Perspective:

While innovations have occurred throughout all levels of higher education and in all types of institutions of higher education, the systematic evaluation of curricula is only beginning to emerge as a recognizable field of educational research. The measurements and instruments employed in the evaluation research frequently are insensitive to the important effects of instruction; conventional tests, rating scales, and questionnaires are more often convenient than relevant, more subjective than objective. Studies of curricular effects have answered questions of incidental interest, while issues of central concern, such as that posed by the interim term calendar/curriculum, are left to informal, intuitive judgment. Furthermore, while educators are aware of socioeconomic, motivational, and ability differences among students, these antecedent variables generally are ignored or overlooked in evaluation of curriculum. Too often curricula are defined in terms of texts, labels, and catchphrases instead of detailed objective descriptions of the educational treatment.

Resistance to rigorous evaluation research has come at least in part from criticism-sensitive educators and from curriculum planners who have heavy personal and professional investments in their innovations. And, even when an effort to evaluate is extended, too often the efforts suffer from partial evaluation by researchers with a vested interest in the institution and its program, or by researchers who are unaware of such biases and cannot control for their potentialities.

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[1]While assuming that the "spur" toward change implies a cause and effect relationship, we are well aware that there are far too many intervening and inconspicuous variables to develop any such one-to-one causation. The term "spur" therefore, implies that the phenomenon under study serves as a percolator of change or a press for change in the institutions studied. "Change" is employed as a value-free term as opposed to the value-laden term of "innovation" and thus signifies a variation or alteration in the previously regular, typical, and normal design and operation of these institutions studied.

One of the promising innovations designed for the improvement of undergraduate education is the interim term. Alternately labeled as "intersession," "minimester," "Winter Term," "Jan Plan," and "inter-term," the interim term generally refers to a concentrated period of study isolated from or between the regular semesters of the academic year. The interim term may be offered in the calendar form of 4-1-4, or in a number of variations or re-arrangements such as 4-1-2-2, 4-4-1, 4-0-4, or 4-1-4-1. The 4-1-4 may be considered as either a differentiation by months (4 months vs. 1 month vs. 4 months) or by courses (4 courses vs. 1 course vs. 4 courses).

The idea of the interim term was conceived through communications between Amherst College, Smith College, Mount Holyoke College and the University of Massachusetts in 1958, to be part of a proposed New College curriculum (Bevan, 1969).[2] Although the birth of that new institution did not immediately occur, the idea still blossomed, somewhat matured, in the plans of President William H. Kadel and Dean John M. Bevan as they inaugurated Florida Presbyterian College (subsequently renamed Eckerd College) in 1960. Colby College in Maine adopted the plan the following year, although it had begun consideration of an interim term as early as 1958, independent of the Florida Presbyterian College or the New College plans.

Florida Presbyterian College and Colby College began interim terms primarily for the benefits anticipated from an intensive period of independent study. The freshman year consequently focused upon the development of research skills and attitudes necessary for working independently, with subsequent years providing increasing freedom and opportunities for students to develop their own independent study projects with the guidance and supervision of faculty. The interim period was viewed also as a time for faculty study and research, in that the professor would be freed from normal class and schedule commitments.

Smith College accepted a highly unstructured program during the Januarys of 1962, 1963, and 1964, following which it discontinued the program. There have been at least three other terminations of interim term programs: Grinnell College, Bethune-Cookman College and North Central College (Armstrong, 1971).[3] Reputed reasons for the discontinuance

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[2]The seed for the interim term idea may have come from the free period between semesters that has been part of the program of Bard College and other eastern schools since the 1930's (Armstrong, 1971; Zoerman, 1970). Primarily this period was utilized as a month of non-credit work experience and thus would be different in philosophy from the interim term concept. Angell (1969) states from the basis of his research that the 4-1-4 essentially is a "new packaging" of educational practices prevalent in higher education since the beginning of the 20th century.

[3]While only four colleges have terminated operation under a 4-1-4 calendar, a number of schools have used the 4-1-4 calendar as a stepping stone to a further utilization of the interim term concept. That is, in some instances, colleges have gone to a more modular calendar which implements two or more such interim term periods each academic year or which provide the opportunity and structure of an interim term within each and any semester.

of these institutions appear to be a lack of total institutional (especially faculty) commitment; institutionalizing the interim term on a voluntary basis for faculty and students rather than as an integrated and required program; and the lack of sufficient lead preparation prior to formal operation under a 4-1-4 calendar. No empirical study of such colleges and the failures of the interim term, however, is available in the literature.

In academic year 1963-1964, Macalester College and Gustavus Adolphus College, both located in Minnesota, adopted an interim term with several differences of objectives from that of Florida Presbyterian College and Colby College. Macalester was interested in an interim term which would provide a special kind of experience for the faculty as well as the student--an experience which would emphasize the development of group projects or courses rather than, or in addition to, independent or individual study. Macalester College thus put the emphasis upon original and imaginative courses of study initiated by either faculty or student that would not be fixed to certain disciplines, certain teaching methods and learning resources, or certain student and faculty roles. Gustavus Adolphus College, meanwhile, approached the interim term as a time when a general education program might be emphasized. Thus the variation upon the original theme and intention of the interim term was begun--a variation that would expand rather than diminish in the years to come.

By January of 1967, 26 colleges had made the transition to some kind of 4-1-4 pattern. In 1967-68, 34 more schools adopted the 4-1-4, 53 in 1968-69, 59 in 1969-70, and 75 in 1970-71 (Bouwman, 1971). The numbers continue to increase, and the best available evidence today suggests that more than 300 institutions and professional schools are now on an interim term basis, while another 200 or so schools are actively considering or planning for its adoption (Bouwman, 1971; Armstrong, 1971).[4]

In the early 1960's, most schools that had adopted 4-1-4 were liberal arts colleges typically with not more than 1200-1500 students. By the end of the decade, however, a number of junior colleges such as Hesston Junior College, Harford Junior College, and Colby Junior College for Women had adopted 4-1-4, and an increasing number of large schools were shifting over as well, including Wake Forest University, Southern Methodist University, University of Tulsa, Johns Hopkins University, University of the Pacific, and Oklahoma City University. A few professional schools, especially seminaries, including Louisville Presbyterian Theological Seminary, Medical College of Georgia (School of Dentistry), and St. Paul School of Theology, became 4-1-4 institutions by the end of the decade, as did a number of state universities such as Kansas State University, University of Wisconsin-Green Bay, and New Mexico State University. Also, a number

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[4]Humphreys (1972) states that between 300 and 400 institutions "now have the four-one-four calendar," and Davis (1972) also indicates that the "4-1-4 has been adopted by over five-hundred colleges and universities." They are the only sources, however, that put the total above the 300 level. A survey of 2,378 colleges and universities by the Academic Calendar Committee of the American Association of Collegiate Registrars and Admissions Officers in 1971 revealed that 236 of the institutions surveyed indicated that they were on the 4-1-4 calendar (Rosselot, 1971).

of institutions with emphases more specialized than the traditional liberal arts institutions--i.e. Massachusetts Institute of Technology, Case Western Reserve, and American University (Graduate School)--have adopted the interim term calendar/curriculum.

Considerable variety in patterning as well now exists among the 4-1-4 schools. Some institutions, notably Florida Southern College and Luther College, favoring the opportunity to finish full semester before Christmas, have simply begun earlier in the fall and left January as an open period for possible study, internship, or a greatly extended Christmas vacation. Others, such as Bucknell University, Clark University, Windham College, Western Maryland College, and Park College leave the January period completely optional while scheduling a number of specific projects and potential tasks; quite a few schools, including Bethany College, Chatham College, College of the Ozarks, Denison University, Hamline University, New England College, and Sanford University require participation in two or three, but not all, of the four years (Armstrong, 1971).

The interim term may be two, three, four, five, or even six weeks in length, although universally it does involve work on a single project rather than two or more topics pursued simultaneously. In some instances, institutions such as Elmira College, North Carolina Wesleyan College, Presbyterian College, Westminster College, and Baldwin Wallace College have moved the spring semester forward to include January, and the one month period is then put in May at the end of the academic year--4-1-4. Such a format has the presumed advantages of enabling combination with the summer session for extended overseas and off-campus programs, of facilitating grade reporting relative to graduating seniors, and of making off-campus projects (travel, field study) more feasible in non-temperate climates. By and large, however, the dominant pattern is the 4-1-4 calendar with the interim term sandwiched between the traditional (although often shortened in length) semesters.

As indicated from the comparison of Florida Presbyterian College, Colby College, Macalester College, and Gustavus Adolphus College, variety does mark the kind of techniques and methods utilized and undertaken during the interim term.[5] In summary, a few schools have organized timely themes and topics around which the entire college works for the interim; other colleges have worked on special remedial or developmental projects; some institutions use the period for concentrated general education experiences; and, in some instances, regular catalogue courses are squished into the condensed time span. Another, and the most frequent, option is the creation of special courses on distinctive and atypical projects, usually encouraging individual study and study initiative (Bowman, 1971). Institutions offering the interim term typically stress concentrated and in-depth learning through means of off-campus programs, international travel/study programs, work study or cooperative education, community or social involvement, student and/or faculty exchange with other campuses, student developmental projects, experiential courses, laboratory concentrations, interdisciplinary or cross-disciplinary study, creative expression projects, and otherwise experimental courses or experiences.

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[5]Joan S. Stark (1972) makes note of this immense variation in 4-1-4 application, suggesting that variations exist on a continuum from highly "experience" or "activity" oriented programs to highly "structured" courses.

Regardless of such variation in length, techniques, or objectives, 4-1-4 and the interim term is recognized as an effort being made by an increasing number of institutions presumably to enrich, rejuvenate, change, or charge their educational programs. It is the assumption and consensus of 4-1-4 proponents that the interim term can percolate such rejuvenation and change by providing a special new kind of learning experience for the entire college community during an isolated one-month period of the academic year. Interim term thus is presumed to be a variation in and departure from traditional course objectives, course requirements, and instructional offerings by the institution in its regular semester program, as well as a variation in and departure from usual teaching-learning methods and behavioral outcomes.

B. Contemporary Relevance:

As evidenced by the number of colleges and universities officially adopting the 4-1-4 calendar and interim term curriculum and by its recognition as an established educational pattern, this "innovation" has been widely accepted.[6] Yet, often educational innovations such as the interim term, adopted by institutions in good faith, turn out to be ineffective changes representing fads or "tinkerings" rather than sound educational improvements based upon particular objectives and persistent evaluation. Often new plans and programs unleash unanticipated consequences, some of which may be quite undesirable and even antithetical to the original philosophy or purposes of the innovation. Paul Dressel (1971) in his critical appraisal of the evaluative efforts of various new experimental colleges exhorts that:

> Much of what *passes as innovation* in colleges and universities is really only faddism and tinkering. Changes in requirements . . . independent study, or alterations in the calendar are often introduced into or grafted onto a program without rethinking the views or the instructional practices of the faculty. Evaluation of the effects of this patchwork approach to innovation is usually sketchy and, in any case, of limited significance because it is impossible to sort out the effects of the patches. They tend to be defended as beneficial rather than being evaluated as a possible element in a coherent total program. . . . Yet, though we have had a surfeit of descriptions of such programs, there has been very little in the way of objective evaluation of them.[7]

Clark H. Bouwman, Director of the 4-1-4 Conference, an association of colleges and universities operating under or committed to the 4-1-4 calendar and interim term curriculum, similarly has emphasized a burning commitment to evaluation (Bouwman, 1971):

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[6]Higher Education General Information Survey (HEGIS) of the Office of Education now lists the 4-1-4 as a classification scheme as does the American Association of Collegiate Registrars and Admissions Officers.

[7]Two of the eight new colleges criticized by Dressel for the lack of evaluation research are 4-1-4 institutions.

Evaluation, however, remains one of the pressing needs today. It is not enough to know that students enjoy the in-depth study opportunity, that faculty find the "change of pace" a welcome relief, and that overseas study is enriching. It is necessary to learn if new teacher-student relationships developed during winter term have a carry-over effect in the regular semester; if an approach which ignores traditional disciplines produces a more fruitful perspective on man's world; and if it is possible for instructors to approach new areas of intellectual concern, side by side with students, sharing skills of research, interpretation and organization, instead of imparting accumulated knowledge. These kinds of inquiries demand adequate research and careful answers. As yet, appropriate response is not forthcoming.

The education profession has become somewhat wary of curriculum fads and consequently is more inclined to study proposed innovations critically and systematically in terms of their costs and benefits to the students and the institutions. Yet, relatively few of the proposals for educational innovation are accompanied by designs for evaluation research which can provide the basis for sound and confident judgment by administrators or educators contemplating such a transition. There is, furthermore, a need to examine empirically the consequences of the 4-1-4 calendar and interim term format on the total curriculum, instructional and administrative program, and operations of institutions of higher education.

There should be available evidence to indicate to what extent the techniques and operation utilized in the interim term actually serve as an effective means to the specific objectives and goals of the interim term. There should be available evidence to indicate to what extent there is a spill-over of innovation in, or a modification of instructional learning methods and objectives from, the interim term to the regular semesters. There should be available evidence to indicate to what extent such a format enables and preds integration of other changes, more curricular and administrative in nature than instructional, into the total higher education experience.

Specifically, the relevance of this research to the contemporary concerns of higher education may be considered as the following:

1) It is imperative that steps be taken to evaluate the significance of the 4-1-4 calendar and interim term curriculum. Individual schools are conducting some evaluation research, largely on an irregular and piecemeal basis. Mechodology is sometimes awkwardly and hastily conceived and applicalbe only to that institution. Consequently, it is not possible to generalize to other institutions from data so compiled. This study, therefore, as a by-product of the evaluation, shall design and test a multi-faceted data gathering research instrument with the potential for use in and among a variety of institutions.

2) While assumptions, expectations, and anecdotal appraisals frequently are translated into evidences of success or failure, there is little agreement or understanding as to what constitutes "success" or "effectiveness" for the interim term. A framework is needed by which existing 4-1-4 institutions and those contemplating such a format can develop, modify, and compare their 4-1-4 objectives and operations. This study shall define and

gather various objectives for the 4-1-4 and interim term and shall examine levels of achievement of those objectives for purposes of evaluation.

3) Not unlike other fields of education as well as other disciplines and professional concerns, there is considerable literature available that focuses upon the topic of study and yet which is scattered and of varying utility and merit. There is a need for a thorough search of that literature dealing with or about the 4-1-4 and interim term in order to determine exactly what information is available and to what degree that information can be generalized. This study, therefore, shall sift out, annotate, and evaluate the written materials dealing with this phenomenon of 4-1-4 and the interim term.

4)Vague as some of the assumptions and expectations may be about the purposes of the interim term itself, there is less knowledge about what is happening in 4-1-4 institutions during the regular semesters. Attention has been focused upon the "one" (the interim term) almost to the exclusion of the "fours" (the regular semesters). This study, therefore, shall discern to what degree there is a residual effect, manifest or latent, of the interim term upon the remainder of the academic year.

III. Review of Related Research:

The origin and development of the 4-1-4 calendar and interim term curriculum have been well documented by John M. Bevan (1969) and by the unpublished doctoral dissertation of Charles E. Angell (1969). Angell's manuscript in particular is a lengthy chronological arrangement of the descriptions of 77 colleges on the 4-1-4 or modified 4-1-4 plan. Both sources thus concentrate upon a description of the varieties and the possibilities of the interim term academic calendar.

A second doctoral dissertation on the interim term format was completed by Joseph Gerhardt Iverson (1966). Iverson's research concentrated upon ascertaining the prevailing condition at six interim term institutions relative to faculty, administrative, student, and facility resources. And still a third doctoral dissertation is that recently completed by Roger M. Holmes (1972). Holme's research involved the survey of 77 institutions presumed to be operating under a 4-1-4 program in order to discern relative similarity in operations and procedures. While there is some evaluative merit within this particular project, some minor problems of response bias limit its generalizability.

Jack E. Rossman of Macalester College is probably the first to supply quantitative data on the reception and utility of the interim term. Rossman (1967) concludes from surveys of Macalester students and faculty that the interim term "seems to have met students' desires for curricula relevance and flexibility and achieved basic faculty approval." In a follow-up study, Rossman (1971) generally concludes (again with respect to Macalester College) that: juniors and seniors were more satisfied with the interim term experience than freshmen and sophomores; there is a trend toward increasing use of off-campus projects; and, the satisfaction

has remained constant over the seven years that Macalester College has operated under the 4-1-4 format.

In another empirical investigation, Dorothy Tyler (1970) has found from her study at Moravian College, that most language students there made about one year's progress in language training during the interim term month.

A forthcoming article to be published in Learning Today (formerly Library-College Journal) by Jack L. Armstrong of Macalester College and the Chairman of the 4-1-4 Conference, makes some attempt at interinstitutional comparison. Armstrong lists several types of cooperative efforts between institutions on the 4-1-4 that are possible. He concludes on the basis of anecdotal accounts of the Macalester College experience, that the 4-1-4 enhances such opportunities for cooperation.

While there is some cause for conclusion that the 4-1-4 calendar and interim term curriculum does bring change and is an effective educational innovation, supportive evidence is primarily anecdotal, typically nonempirical, and usually limited to single institutions. Most of the national information and published materials concerning this calendar/curriculum format has to do principally with data involving numbers of schools under the plan, number of institutions contemplating adoption, types and sizes of institutions under 4-1-4, variation in the types of programs offered, and years of participation under 4-1-4 calendar/curriculum. Relatively little has been compiled on a national or regional basis concerning factors related to the transition to this format from another calendar operation; reasons for adopting, for retaining, or for dropping the program; an evaluation of overall purposes of and accomplishments under the program; or, the changes or modifications resultant of the 4-1-4 and interim term.

IV. Conceptual Framework

It appears that an assume essential and important aspect of the 4-1-4 is its innovative impact. Indeed it could safely be said that the 4-1-4 and particularly the interim term period was regarded to be innovative when it was originated. Certainly if an institution adopts a new calendar and new curricular system, such would appear to be an experimental and innovative endeavor on its part, although such could not belie the possibility that the institution might continue to be quite traditional and non-innovative in its purposes, means, and achievements. The spur toward innovation, an excitement generated as a byproduct of change which serves to spark further changes, is typically presumed to be resultant from the adoption of the 4-1-4 calendar and interim term curriculum.

There are those educators who see innovation and change in an institution as a direct and almost inescapable result of the adoption of the 4-1-4 calendar and interim term curriculum:

The changes wrought among liberal arts colleges and others which shift to 4-1-4 are individually significant. Cumulatively they have a radical impact. Beginning with the adoption of 4-1-4, a dynamic and revolutionary process commences. Independent study, field settings for projects, travel, a vastly expanded number of option from which to choose, courses which cut across discipline lines, student research in conjunction with faculty, community involvement--all make up a configuration in which the whole seems greater than the sum of its parts. (Bowman, 1971)

It is not what the 4-1-4 itself does but the fact that the 4-1-4....experience provides a dynamic kind of growth--a pressure for change coming from both faculty and students. The experiences that are worked out in the process of these January studies begin to move out into the regular semesters. The teaching technique in which students, faculty, and administrative officials alike become involved are an example. (Bowman, AACRAO)

. . .whenever the interim term is seriously entered into, faculty members usually find themselves in a major curriculum study within two to three years. The impetus seems to stem from what is taking place during the interim term. Consequently, it might be said that the ends served by the interim term serve to develop an institution's entire academic program. (Bevan, 1969)

One of the most positive effects of the January interterm is that it makes us look at our regular offerings during the year in a more critical way and opens up avenues of approach to teaching which we had not explored. The "one" consequently will do more to change the "four" than any other factor. (College Management, 1972)

Now it has become quite obvious as to what the future of 4-1-4 must be. It's (sic) future is not in calendar manipulation per se. It's (sic) future is clearly marked in what has happened as a result of the introduction of the 4-1-4 or interim term approach. Its future is in the broad spectrum of program innovation and experimentation. That's what's happened in most colleges where the 4-1-4 has been introduced. (Bevan, 1971)

As a curricular and calendar innovation or experiment, the 4-1-4 calendar and interim term curriculum was first considered and subsequently adopted in order to attack certain concerns or problems in higher education. To some elements of higher education, more annoyed with the situation than troubled with the educational concerns raised, the interim term has appeared as an easy way to reduce tension, incorporate a novel approach, and appease those calling for Change, Innovation, and Relevance. After all, it is assumed, the first and second semesters proceed with very minor adjustments with just a four or five week interlude spaced between semesters to satisfy a push for change. Whatever new is to be done presumably can be confined to that interim period so that the semesters can be utilized normally. Yet, such does not appear to be the way that the adoption has taken place.

Such a position has been experienced by many educators to be shortsighted[8] and naive. Is the interim term, therefore, not a withering fad of higher education but a developing and viable pattern of institutional design and operation? Is the interim term, therefore, a novel though short-fused thrust in higher education or an impetus for and spur toward change in the specific facets of curricular, instructional, and administrative design and operations?

To what degree, then, does a college as suggested move to increasingly new and challenging kinds of opportunities and experiences for its students and faculty because of the impact of 4-1-4 upon the institution? While it is not possible to predict all the consequences of this phenomenon, yet an effort needs to be made to assess empirically its implications, particularly in light of the presume impact.

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[8]John M. Bevan in his address to the 4-1-4 Conference in March 1971, noted his own shortsightedness in seeing faculty annoyed but agreeable to the change to 4-1-4 because of assumptions that the "fad" would be limited to the one month and would eventually wither.

Chapter II.

METHODS AND PROCEDURES

Section I. Selection and Description of Institutions
Section II. Organization of the Research Effort
Section III. Phase I: Compilation of Institutional Data
Section IV. Phase II: Questionnaire
Section V. Phase III: Interviews
Section VI. Analysis of the Data

I. Selection and Description of Institutions:

A total of five institutions was selected and asked to participate in the research project. A representative of each institution was chosen to coordinate the research effort at this college and was subsequently designated as the "Liaison Consultant" for that institution. The reasons for the selection of these particular five institutions were as follows:

A. The institutions are in proximity to each other and are identified to a contiguous locale--central Florida--thus facilitating communication between the colleges, while controlling for regional variation as a major variable of change and effect.

B. The institutions generally fall within the same basic institutional purposes of liberal arts education and within the same general standards of admission and student population characteristics--i.e., student ability levels.[1]

C. The collective institutions, while a small sample of the approximate 300 institutions that have adopted the 4-1-4 calendar, nevertheless, do represent a microcosm of experience with a 4-1-4 calendar and interim term curriculum, as indicated in the descriptions of the institutions below.

1. College X

College X originated the interim term in academic year 1960-61 and has operated under that format since that time. Thus X provides the research project with the longest experience of any institution with the interim term program. The interim term period, called "Winter Term," is a special four-week period of concentrated study for all undergraduates. Each professor directs the activities of a group of approximately twenty students. Some students design their own independent study projects, obtaining the sponsorship of a professor. Off-campus study, overseas travel and study, and student exchange with other 4-1-4 institutions are all part of the Winter Term program at College X.

2. College Y

College Y was among the first institutions to adopt the interim term format, experimenting initially with a 3-1-1-3 calendar from

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[1]The exception to this particular rationale for selection would be College A which does not fall within the same level of admissions standards nor other institutional characteristics, including the number of faculty with earned doctorates and the cultural background of student population. Its position as one of the four institutions in the nation that have discontinued an interim term calendar was the major factor in its inclusion. The limitations placed upon A in the analysis of the data are discussed later in this chapter.

1966 through 1970 and then adopting the 4-1-4 calendar for the academic year of 1970-71 and subsequent years. The "Winter Term" is five weeks in time and emphasizes directed study and group projects for freshmen, sophomores, and juniors, and independent study for seniors and well-qualified juniors. A Winter Term on the island of Martinique for students of French is an option, with other overseas study possibilities suggested.

3. College Z

In academic year 1965-66, College Z adopted an interim term calendar that now consists of a six week period termed the "Mini-mester" in January-February. During this period, freshmen and sophomores must enroll in courses outside their areas of major interest. Juniors may use this period to complete requirements outside their major divisions or to work in their respective departments or divisions. The senior mini-mester is devoted to a senior departmental project. Various overseas study programs are designed for each interim term.

4. College A

College A now operates under a revised semester system with the fall term ending prior to the Christmas recess. The institution operated under a 4-1-4 calendar in academic year 1967-68, but discontinued the interim term operation after that initial experience with it.

5. College B

College B does not operate on the 4-1-4 calendar and was thus selected as the control college for this research project. Its semester is such that it corresponds in length with the semesters in the 4-1-4 calendar and in that the fall semester is completed prior to the Christmas recess. College B has a "May Term" within their particular academic calendar, but it is not tied in with the regular semesters and has become rather an optional addition to the summer session.

II. Organization of the Research Effort:

Since this pilot project was to be an initial attempt to gather data relative to the 4-1-4 experience, it was necessary to emphasize the coordination of the effort across the participating colleges. To that end, the Liaison Consultants, the Research Director, and the Administrative Committee met on Wednesday, December 22, 1971, at the College X campus to consider the research directives specified in the original research proposal and agreed upon by the Administrative Committee and the Research Director. Of primary significance was the need to consider the accessibility of various kinds of data at each participating college as well as the utility of the research project for each institution. As a result of this session, a list of feasible

research questions and of potential areas for data-gathering was developed and generally agreed upon by all participants. The Research Director was given the responsibility of designing the research directives for Phase I of the study--compilation of institutional data.

A second meeting of the Liaison Consultants, Research Director, Administrative Assistant, and Administrative Committee was held on the campus of College Y on Tuesday, February 15, 1972, during which time major attention was given to the progress made for Phase I during the interim. This meeting also was utilized in order to explain procedures pertaining to Phase II--questionnaires--and to Phase III--interviews. In addition, the itinerary for the visit by the Research Director to each campus was reviewed and accepted.

The Research Director was brought to the campus of College X on four occasions to work with the Administrative Committee and refine the research proposal and methodologies: December 20-22, 1971; January 26-27, 1972; February 13-17, and March 19-24, 1972.

III. Phase I: Compilation of Institutional Data

A set of research directives for use by the Liaison Consultants in gathering the necessary institutional data was designed by the Research Director. These directives (see Appendix I) were designed to be explicitly operational, and yet take into consideration the awareness that all five participating institutions would have to interpret them implicitly--it was assumed and confirmed that each institution would not be able to provide the same exact type of data. By having the directive quite narrowly operationalized, however, a degree of uniformity and consistency was reached.

The data records were obtained for the two years preceding the adoption of the 4-1-4 calendar and for all years since that adoption for Colleges A, Y, and Z. College X was to provide the data for the directives for a ten year period and College B was to provide the data for the directives for a five year period. The X variation was due to the fact that it has always operated under an interim term calendar; the B variation was due to the fact that it was the control college and the decision was made that to go beyond the five year period would be superfluous and burdensome for the institution.

The directives were reviewed and approved by the Administrative Committee and distributed to the Liaison Consultants for completion.

It was requested that compilation of the institutional data begin immediately in order to: (1) provide the Research Director more complete background information concerning each college which might facilitate his interview visit to that campus, and; (2) provide the Research Director and Administrative Committe with information concerning problems encountered by the Liaison Consultants in compiling the institutional data.

The Liaison Consultants specifically were requested to verify the data source and note the date to which each source applied. As much as possible, the Liaison Consultants were directed to utilize prescribed and reliable institutional data sources. In those instances in which the sole or major source of information was the knowledge and experiences of an individual, the Liaison Consultants were directed to indicate the base of expertise for each such item.

At the February 15 meeting at Y, four alterations of the original directives to Phase I were agreed upon by the participants. (See Appendix I .)

IV. Phase II: Questionnaire:

A questionnaire designed specifically to measure the comparison of items between the regular semesters and the interim term period was designed by the Research Director and approved by the Administrative Committee. (See Appendix III.)

Complementary forms for the students and for the faculty and administrators were designed so that comparisons between the various constituents of the colleges could be made and so that items would be comparable for these different elements of the college community.

The questionnaire utilized fixed alternative responses on a five-point agree-disagree continuum and was designed in order to be electronically scored and processed. The initial 47 items were divisable into the three sub-units of curriculum, instruction, and administration. The final 12 items specifically concerned the interim term approach and philosophy and were designed only for the 4-1-4 colleges participating. Pre-tests of both the student and faculty/administration instruments were made in order to iron-out administrative procedures and to time the test effort itself.

The same questionnaire form was utilized by both the 4-1-4 institutions (X, Y, and Z) and the non-4-1-4 colleges (A and B). The respondents from the non-4-1-4 institutions were requested to omit that portion of each item that concerned the interim term program. It was the decision of the Administrative Committee that such an approach would more nearly assume the similarity of response situation than to design a separate instrument for the different institutions participating. The final 12 items, Sections G and H of the form, as stated above, were purposely omitted from the forms distributed at A and B.

Each of the 47 initial items had two parts to it in which the respondent was to indicate to what degree the item applied to: 1) the regular semesters, and then to; 2) the interim term. Such a format intentionally focused the attention of the respondent to

the comparison between the two terms. There is the potential response bias that the respondent might falsify the score by responding the same to the item as it pertains to the regular semesters and as it pertains to the interim term. However, such a potential would actually go against the presumed difference between the regular semesters and the interim term that is hypothesized in this research rather than in favor of the differences.

Directives were composed for the Liaison Consultants in terms of sampling procedures, contact of sampled students and faculty, administration of the instrument, and follow-up procedures. Sample forms (letters, communications) were devised and written for use by the Liaison Consultant in contacting members of the different samples and for use in follow-up procedures. (See Appendix IV.)

Table 1 indicates population and sample size and the usuable response rate for the student and for the faculty and administrator samples.

Listed below are the operational definitions of the three groups sampled and the procedures utilized by the Liaison Consultants in determining the samples:

STUDENTS: The total population of students for this study included all full-time, regular, undergraduate students at each institution as of January 1972. Deleted from the population were all graduate students, auditors, special students, and those students taking less than the prescribed full academic load at the college. Either a systematic sampling plan or a randomized sampling plan was employed to arrive at a sample total that equaled 10% of the population size. A replacement using the same sampling procedures was to be made for students who dropped out of the college between the time when the sample was selected and the time when the questionnaire was administered.

FACULTY: The total population of faculty for this study included all staff members of each institution who had taught or were teaching at least one course during the 1971-72 academic year. The population was stratified according to academic divisions, with either the systematic or randomized sampling plan employed in the selection of a sample consisting of 25% of the population selected proportionately within each strata.

ADMINISTRATORS: All of the following office holders among the administrative staff of the institutions were to be included in the sample: President, Vice President, Academic Dean, Dean of Students, Registrar, Director of Admissions, Director of Development, Director of Business Affairs, Director of Interim Term, Director of the Library, Director of Financial Aid, Director of Counseling, and Director of Institutional Research. In the event that the individual office holder also was among the sample of teaching faculty or fulfilled two or more of these so-named

TABLE 1. RESPONSE RATE FOR STUDENT, FACULTY, AND ADMINISTRATOR SAMPLES AT FIVE PARTICIPATING INSTITUTIONS

STUDENT SAMPLE: Institution	Number Distributed	Number Returned and Usable
College A[1]	104	55
College X	107	91
College Y	121	68
College Z	192	42
College B	100	31
		287

FACULTY SAMPLE: Institution	Number Distributed	Number Returned and Usable
College A[1]	22	10
College X	23	16
College Y	27	17
College Z	32	17
College B	50	19
		79

ADMINISTRATOR SAMPLE Institution	Number Distributed	Number Returned and Usable
College A[1]	9	4
College X	12	10
College Y	9	7
College Z	11	4
College B	10	6
		31

[1] It was discovered that the Liaison Consultant at this college either misunderstood or failed to utilize the directives concerning sample selection and administration of the questionnaire. Rather than a representative probability sample, the sample members were selected due to availability and convenience. In addition, despite the request that at least 30 minutes be provided for the completion of the form, only 15 minutes were allowed. The Administrative Committee thus decided to screen out those forms in which less than half of the 47 items were completed since such forms were not representative anyway. In that the empirical analysis was designed to exclude this institution because of the absence of a number of control factors, it was not felt necessary to request a second administration of the form. The forms were not entirely discarded even though reliability cannot be assumed, in order to provide that institution with a measure of evaluation.

offices, such was to be indicated on the form. (Note, however, that such overlaps did not occur among the individuals sampled at these 5 institutions.) In that the titles of these administrative officers were not the same at all colleges participating, it was necessary for each Liaison Consultant to adjust this list of 13 individuals accordingly. A similar adjustment was suggested should one or more of the so-named offices not exist on the respective campuses.

V. Phase III: Interviews:

An interview schedule designed to elicit position responses from the individual administrative offices sampled and from the groups of faculty and of students sampled were designed by the Research Director and approved by the Administrative Committee (See Appendix V.) The faculty and student interviews were designed to be group discussions of the values and impact of the interim term experience and the general calendar and curriculum in operation at each institution.

Students were interviewed in three different groups of six individuals each: Group A = underclassmen; Group B = upperclassmen; and, Group C = transfer students. Faculty were interviewed in two different groups of six individuals each: Group D = faculty of less than two years of teaching at that college; and Group E = faculty of two years or more experience in teaching at the college. Administrative offices interviewed included the following: Academic Dean, Director of Admissions, Director of Development, Director of Guidance and Counseling, Director of Institutional Research, Director of Business Affairs, Dean of Students, and Director of the Interim Term. In the event that the administrative position was not a part of the line-staff appointments of the college, that interview was omitted. In the event that an individual administrator held two or more such offices, the interviews were combined.

Directives were developed by the Research Director and approved by the Administrative Committee and were then forwarded to the Liaison Consultants for selection of the samples and for making arrangements for the interview sessions. No provision was made that such samples be at all representative of constituent opinion, but rather that the selection purposely include persons whose opinions might vary considerably and who have had a broad range of experiences in the interim term program at that college.

It was the assumption of the Administrative Committee and Research Director that such subjective responses would point toward propositions regarding the 4-1-4 and interim term that had not been expected or anticipated. Such propositions then could be tested through the institutional data and questionnaire data with consequent evaluations and spurs toward change in the institution(s) noted.

It was the decision of the Administrative Committee and Research Director to utilize group sessions for faculty and for students as opposed to one-to-one interviews between the Research Director and the individual, in order that some interaction and exchange of opinion might be obtained. Such did prove to be a most definite characteristic of the group sessions, as thoughts and opinions were expressed, challenged, and clarified. The interviews with the administrators were conducted on a one-to-one basis in that many of the items included in these sessions dealt specifically with the administrative office.

The interview sessions were arranged by the Liaison Consultant at each participating institution and were conducted by the Research Director. A recording of the sessions on tape was made with the comments subsequently transcribed in summary fashion to the interview schedule. The interview sessions took approximately three days on each campus. The interviews were conducted by the Research Director at the campuses of X, Y, Z, and A the weeks of February 14-25 and at B the week of April 3-7. [2]

VI. Analysis of the Data:

The specific objectives and general philosophy of the interim term approach at each institution was to be the basis of the evaluations made. In that the research study concentrated upon the impact that the interim term was assumed to have on the entire operation and functioning of the college during the wing semesters (fall and spring), such became the focus of the analysis rather than the separate and independent evaluations of the three interim term programs and the two non-4-1-4 institutions.

To that end, it was decided by the Administrative Committee that the materials obtained from Phase III, the interviews, should be the starting block for the analysis of the impact of the interim term. Such a decision was made due to the degree of provocative comments obtained during the interview sessions and due to the awkwardness of obtaining initial direction for such presumed impacts from the varied institutional data that were compiled.

The questionnaires were electronically scored and key punched on computer cards for utilization of data processing equipment. A program was designed that would yield the frequency distribution of the items according to institution and according to sample group. A second computer program was specifically designed that would yield the chi-square distribution for each item as it related to the regular semesters versus the interim term for each college

[2] Because of the difficulty in selecting a control college for this project, it was not possible to schedule the interviews for this fifth institution during the weeks of February 14-25 as originally intended.

and then for the three 4-1-4 colleges taken as a total unit. Tests of significance for the consequent chi-square distribution were set at the .05 leve. From the frequency distribution for each item, for each college, the mean response and standard deviation were calculated, with the T-test of significance applied. (See Appendix V.)

The majority of the empirical analysis excluded A from consideration due initially to the fact that, as explained previously, its standard of admissions and student background varied from the other four institutions, thus making it difficult to control for those extraneous factors. In addition, the non-representative sampling technique and low response rate for the Phase II Questionnaire ruled against the reliability of this data source.

Chapter III.

EVALUATION OF THE 4-1-4 AND INTERIM TERM

The evaluation of the 4-1-4 and interim term should begin with and therefore be based upon a specification of the purposes and objectives of the interim term as indicated by each participating institution. However, such an approach to evaluation was limited in this study because the three 4-1-4 institutions do not and have not grasped and then operationalized such purposes and objectives. Such a statement is arrived at initially through perusual of the catalogue for each institution which either omits reference to purposes for the interim term or else describes the month period in terms of the particular courses offered.

In Phase I (Section II, Item 4) the Liaison Consultants are requested to: "Specify the stated and expressed objective(s) of the interim term approach at your institution." Institution Z indicated that the interim term there "was compatible with" and paralleled the goals of the college as a whole. Institution Y does not have any specific objectives other than the individual and personal opinions about the interim term as seen by the various constituents of that college. Institution X comes the closest of the three 4-1-4 schools in specifying objectives. This college states in a printed brochure that the interim term is the "period in which our students learn the most about working independently, defining their own study goals, writing long papers in acceptable form, and making rational decisions about the use of their time." In the catalogue of this same institution there is the statement that: "Designed to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer, the interim term asks him to work without the customary routine of classroom and lecture hall on a single problem of particular interest to him."

The failure of each such college to truly operationalize the purposes and objectives of, or to specify a general philosophy for, the interim term as distinct from the regular semesters of the academic year, is a handicap to the evaluation that cannot be ignored. In anticipation of this failure and hence handicap, however, Phase I included a number of items that were designed to narrow down the particular approaches of the interim term at each institution, if not the specific program objectives or learning objectives.

Table 2 describes the respective approaches utilized at each of the three 4-1-4 colleges as well as for College A the year of its interim term. From this comparison, it can be noted that among these listed approaches there is some consistency of approach and yet some variation as well. The lack of complete consistency gives credence to the assumption that the interim term lends itself to a variety of interpretations in program.

Regarding each of the 10 approaches listed in Table 2, the colleges were asked to note any trends which had occurred at that institution. College Z had moved from interdisciplinary (large

session) general education courses for freshmen and sophomores to more specific and specialized departmental courses. All three 4-1-4 colleges indicated that off-campus study and international study are growing more and more as approaches to interim term. In addition, College Y is moving toward more independent study, directed study, and specialized courses and away from offering regular catalogue courses in the January period. College X, other than the growth of off-campus study and the continuing stress upon specialized courses and independent study, indicates no particular trend.

Table 3 indicates the percentages of student enrollment in the 1972 interim term at College X according to the various approaches (Section H, Item 3). Table 4 similarly reveals the distribution for College Y. Note that the distribution for X is somewhat different than the original 10 categories--X breaks down

TABLE 2. DISTRIBUTION OF APPROACHES TO THE INTERIM TERM FOR THE THREE 4-1-4 INSTITUTIONS--Colleges X, Y, Z--AND INSTITUTION WHICH DISCONTINUED 4-1-4--College A. (PHASE I, Section H, Item 1)

Approach	Institution			
	X	Y	Z	A
a) Specialized courses within a traditional academic discipline designed exclusively for the interim:	Yes	Yes	Yes	No
b) Specialized courses not readily assigned to a traditional academic discipline designed exclusively for the interim term:	Yes	No	Yes	No
c) Regular courses from the catalogue--fitted into the interim term:	No	Yes	No	Yes
d) Independent study:	Yes	Yes	Yes	Yes
e) Interdisciplinary study:	Yes	No	Yes	No
f) International study:	Yes	Yes	Yes	No
g) Off-campus study:	Yes	Yes	Yes	No
h) Other options within your curriculum:	No	Yes[1]	No	No
i) Faculty exchange among other colleges operating on an interim term:	Yes	No	No	No
j) Student exchange among other colleges operating on an interim term:	Yes	No	Yes	No

[1] Directed study

TABLE 3. PERCENTAGE STUDENT ENROLLMENT BY APPROACH TO INTERIM TERM FOR COLLEGE X, JANUARY 1972 (PHASE I. Section H, Item 3)

	International Study	On-Campus Study	Off-Campus Study	Total
Group Projects:	9%	38%	9%	55%
Independent Study:	3%	33%[1]	9%	45%

Note: Base of percentages = 950.

[1] Approximately a third of this figure represents senior students studying for senior comprehensive examinations.

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TABLE 4. PERCENTAGE STUDENT ENROLLMENT BY APPROACH TO INTERIM TERM FOR COLLEGE Y, JANUARY 1972 (PHASE I. Section H, Item 3)

Approach	Percentage
a) Specialized courses within a traditional academic discipline designed exclusively for the interim:	54%
b) Specialized courses not readily assigned to a traditional academic discipline designed exclusively for the interim:	0%
c) Regular courses from the catalogue--fitted into the interim term:	7%
d) Independent study:[1]	20%
e) Interdisciplinary study:	0%
f) International study:[1]	15%
g) Off-campus study:	3%
h) Other options within your curriculum: (Directed Study)[1]	1%
i) Faculty exchange among other colleges operating on an interim term:	0%
j) Student exchange among other colleges operating on an interim term:	0%

[1] There is some overlap among independent study, international study, and directed study approaches for Y. The percentages in these three instances, therefore, are based upon the primary emphasis of the project in the individual case.

the offerings in terms of specific group projects versus independent study projects.[1]

The grading system for students at the three 4-1-4 colleges is quite different (Phase I, Section A, Items 1 & 2). College Y operates under a 12-point grading system, with the option that a student can take a course outside his major field on a pass-fail basis. College X operates under a 3-point system of "High Pass," "Pass," and "Fail" with no variations of options. College Z operates under the 5-point system, with grades of pass-fail used in physical education courses and most interim term projects outside of the student's major discipline.

Both X and Y operate under a course credit system (Phase I, Section A, Items 5 & 6). Y requires 36 courses (inclusive of 4 interim terms) and 4 terms of physical education for graduation; X requires 32 course credits and 4 interim terms. College Z falls under a credit hours system and requires 128 credit hours for graduation, with the interim term courses awarded five semester hours credit.

All three 4-1-4 colleges charge tuition on an annual basis inclusive of the interim term (Phase I, Section H, Item 9). The non 4-1-4 colleges, on the other hand, both charge tuition on a per semester basis rather than the total academic year.

The findings from Phase I, Section G (History and Development of the Interim Term) also shed some light upon the approaches and philosophy of the respective interim terms. The impetus for change to an interim term calendar/curriculum at Y originated with a Curriculum Committee appointed some four years before the interim term format was adopted at that institution. In only the fourth year of the functioning of this committee, however, did deliberation center upon the interim term as a potential format. The impetus at College Z came from a group of recent faculty appointees who cited a need for the institution to innovate and experiment. Approximately two years of deliberation occurred before an interim term eventually was adopted at Z. College X, of course, began with an interim term so that no transition was necessary. The impetus for the interim term idea, however, came from the president and academic dean of the college in the early founding years. The impetus for the one year adoption of the interim

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[1] The breakdown by student enrollment in the various categories was not possible at College Z. It should be noted, however, that freshmen and sophomores at Z are involved primarily in on-campus specialized courses in general education, while juniors and seniors are involved primarily in independent study, directed study, and other special projects related to their majors.

term at College A came from the academic dean, who had been in close association with other schools in the Associated Mid-Florida Colleges which were on some variation of an interim term calendar by 1968.

Reasons given by the various participating colleges which prompted the change to an interim term are listed below (Phase I, Section G, Item 2). Such reasons do focus upon potential objectives for the interim term, although never officially adopted by the institutions as such, and represent rather a cumulative interpretation.

1) Force a change in teaching methods and content of courses in some departments and by some faculty.

2) Encourage excitement in the curriculum in order to attract more good students.

3) Provide the opportunity for students and faculty to do something different and exciting in the shorter term--a change of pace.

4) Provide opportunity for off-campus and overseas study.

5) Provide periodic leaves of absence for some faculty during the interim period.

6) Reduce the number of regular academic courses per term, thus reducing the number of preparations during the academic year.

7) End the lame duck session following the Christmas holiday.

8) Provide opportunity for advanced research by students and faculty.

9) Provide the opportunity for students and faculty to become better acquainted with each other.

Similarly, reasons given by the opponents to the adoption of the interim term in urging continuation of the traditional semester system for the three 4-1-4 colleges are listed below:

1) Protect and defend the dominant image of the college.

2) Maintain the traditional goals and purposes of the institution.

3) Maintain the academic standards of the college.

4) Undertake sufficient study and consideration of the format in order to avoid making the transition prematurely.

5) Maintain the desirability of teaching the typical four-month semester, as opposed to a shortened and squeezed period.

6) Maintain the desirability of developing departmental and disciplinary courses as opposed to specialized and interdisciplinary courses.

The decision to adopt the 4-1-4 calendar/curriculum (Section G, Item 4) was primarily the responsibility of the faculty and administration with other constituents such as students, trustees, alumni, parents, and friends playing a minor role, if indeed such parties were involved at all. The exceptions to this finding are College A in which the decision to adopt an interim term was made largely by the academic dean, and College X in which the decision to adopt the interim term was made prior to the employment of the majority of the faculty.

The period of lead-time[2] allowed for transition to the interim term varied from five months at College Y, to nine at Colleges Z and A, to nineteen months lead at College X[3]. Thus from the point at which deliberation of the adoption of an interim term began, to the point at which the format actually went into effect, was about two years for each 4-1-4 institution. The time span proved to be sufficient according to the Phase I (Section G, Items 3 & 5) data reported. The fact that College A utilized a much smaller time span for its deliberation and preparation--a total of nine months as indicated above--may partially explain the failure of the interim term at this college. Also, the academic dean who fathered the adoption of 4-1-4 at that college left the institution before the system was actually implemented.

A most important finding and one which has considerable implications concerns the "types of communications and explanations of procedures that were made to the various constituents of the college before the interim term was put into practice." (Phase I, Section G, Item 6). Responses indicate that the 4-1-4 colleges set various guidelines, held numerous meetings and workshops, and made periodic reports in order to communicate to the faculty concerning the philosophy and procedures of the interim term. In addition, the colleges occasionally held open meetings for students, although with a resulting small attendance. Yet, such efforts proved insufficient according to Phase III data for at

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[2] Such lead time was calculated from the point of formal adoption to the start (September) of the academic year in which the interim term was effective.

[3] The College X figure might be somewhat inflated because of the fact that the college was starting its entire program rather than making a transition from one calendar/curriculum to another.

least two of the three 4-1-4 institutions and certainly for College A. An understanding of the philosophy, approaches, and procedures of the interim term apparently was not possessed by the various constituents.[4]

The data from Phase I indicate that the institutions themselves have been somewhat lax in conducting evaluations of their respective interim terms (Section H, Item 5). While these 4-1-4 colleges do encourage individual professors to conduct evaluations of their specific course and teaching, institutional evaluations of the program(s) and learnings are not particularly stressed. Institution X did conduct a major survey of faculty and student reaction to the 1970 interim term. However, no derivations from that raw data that could lead to basic understandings and hence evaluations, have yet been made. Institution Z conducted an institution-wide survey following the 1972 interim term, although it remains to be seen what utility this effort will have in the institution's evaluation. Institution Y has not made any formal concerted efforts to evaluate the interim term.

According to Phase I data (Section H, Item 6) no formal comparisons have been made with other 4-1-4 institutions. The participating 4-1-4 colleges apparently do compare approaches to the interim term as well as specific offerings with other 4-1-4 institutions, although again this is basically descriptive rather than analytical or evaluative information.[5]

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[4] It should be noted that the Phase III interviews with faculty present during the initial adoption of the interim term indicated that time and again the faculty held vague (if any) impressions about the interim term concept. Subsequently they developed their interim term projects without the understanding and direction that at least they considered sufficient and necessary. In addition, such discussions with the more recently appointed faculty and with student groups also revealed a lack of felt understanding of the philosophy and/or procedures. Thus the 4-1-4 colleges are not entirely successful in orienting faculty or students, even after several years of operation in and experience with an interim term.

[5] The failure to compare evaluations may be more directly related to the absence of evaluation research and reports at the sampled institutions as well as other 4-1-4 colleges, rather than the absence of the motivation or desire to compare and contrast. The fact that the three 4-1-4 colleges participated in this research study is testimony to their desire and intention to conduct and compare evaluations.

CHAPTER IV

THE INTERIM TERM AS A SPUR TOWARD INSTITUTIONAL CHANGE

The data from Phase I, Phase II, and Phase III dealing with the effects of the 4-1-4 calendar and interim term curriculum upon the institution as a whole are divided according to several categories:

A) Administration and Operation of the College:

Data from Phase III (item 1) indicate that the existence of a 4-1-4 program is a mild influence upon some faculty, students, and administrators who decide to accept a position or accept admittance to the college. Students and faculty at the three 4-1-4 colleges and at the two non 4-1-4 colleges enumerated a number of reasons for selecting the college, only some of which were connected to the academic program and calendar.[1] Of those who mentioned the interim term as a contributing factor, it was typically in the form of inclusion with a combination of general characteristics about the college--i.e. general education program, independent study, overseas study, liberal arts tradition, innovative curriculum--rather than as an isolated and single factor.

Surveys of students (or faculty) pertaining to reasons that shaped one's decision to enroll are always subject to some question. The actual reason(s) may be quite different from the reputed reason(s) as ascertained from a survey. Furthermore, the originator of the survey may be more inclined to list alternative reasons that are more academically acceptable in their nature (i.e. rigid academic reputation, scholarly faculty) rather than less academically acceptable (i.e. close to the beach, easy grading). However, attempts by the three 4-1-4 institutions to discern reasons of students for applying and accepting admission appear to reveal rationales that are no different from that of the two control colleges (Phase I, Section B, Item 3).

Administrators of the various 4-1-4 colleges, however, felt somewhat different about this influencing effect of the interim term for students and for faculty. All three of the Directors of Admissions stated that they felt that the interim term was an advantage in student recruitment--both in attracting applications and in convincing students to accept admission. The three Academic Deans were of varying opinion on the issue. One dean stated that the existence of the interim term was a definite attractive influence; the second dean stated that while potential faculty are curious about the interim term he did not know if it at all affected their decisions; and the third dean stated that the interim term might actually be a deterent to potential faculty and thus become a negative influence.[2]

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[1]Typical non-academic rationales given included the mild climate and geographical location, financial considerations, friends, social atmosphere, institutional size, family pressure, job market, and denominational ties.

[2]The Dean had reasoned that the faculty market was not interested that much in the interim term and that it was frequently perceived as an added teaching burden to potential faculty.

With some exception at institution X only, virtually none of the administrators at the 4-1-4 institutions who took office subsequent to the adoption of the interim term indicated that the interim term was a factor in their decision to accept that office. In fact there was great uniformity of rationales for accepting administrative positions at both the 4-1-4 and the non 4-1-4 institutions.

A similar pattern was found from the interview data concerning the interim term as a factor related to the student(s) and faculty "continuing to remain" at the 4-1-4 college (Phase III, Item 1a). That is, the existence of the interim term in combination with a number of other educational factors about that institution was a factor in not transferring or seeking another position.

Institutional data (Phase I, Section B, Items 1 & 3) revealed no discernibly strong impetus of the adoption of the 4-1-4 upon the volume of student applications for admission, the volume of acceptance, the volume of eventual enrollment, or the profile (aptitude class ranking, gradepoint average) of entering freshman classes. Thus it can be interpreted from this data that the interim term has no significant effect upon increasing student applications and enrollment or in improving the profile of entering classes. Yet, at the same time, the interim term does not appear to act to the reduction or detriment of such characteristics either according to the Phase I data.

A complementary item was included in the Phase II questionnaire (Item 97) regarding the interim term as a factor affecting the decision of faculty and students to attend the college. Table 5 is a distribution of the findings of this questionnaire item broken down by institution and by sample--students and faculty/administrators. This data indicates that according to the opinions of the respondents, the existence of the interim term is a determining factor for approximately 40% of the members of the colleges.[3]

Whether or not such statistics as in Table 5 could be interpreted as indicating that the interim term is a contributing factor in student and faculty recruitment would probably be up to the individual. While the existence of the interim term does not have much effect upon the actual volume of student and faculty population, it does appear to be at least a contributing factor for a relatively high proportion of the students and for the faculty/administrators. It would be impossible to discern whether recruitment and the profile of students would be as favorable or more favorable if these 4-1-4 colleges dropped the interim term.

Data also was derived from Phase III to indicate the possible effect of the existence of the interim term upon the development and public relations effects of the institutions. The interviews with the Directors

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[3] This is perhaps a significant finding given the reason #2 on page 27 for the colleges deciding to adopt the interim term: "Encourage excitement in the curriculum in order to attract more good students."

TABLE 5. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE EXISTENCE OF THE INTERIM TERM AS A SIGNIFICANT FACTOR AFFECTING THEIR DECISION TO ACCEPT APPOINTMENT TO THE COLLEGE. (Phase II, Item 97)

College X

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	22	32	11	21	4
Faculty/Administrators	8	5	5	6	2

College Y

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	10	15	4	27	11
Faculty/Administrators	0	5	1	5	10

College Z

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	1	6	5	8	15
Faculty/Administrators	2	4	1	6	6

Total 4-1-4 Colleges

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	33	53	20	56	30
Faculty/Administrators	10	14	7	17	18
	43	67	27	73	48

of Development and Directors of Business Affairs at the three 4-1-4 colleges revealed that the interim term may have aided the fund-raising and public relations efforts of the college when the adoption was first made. Yet the interviews also revealed that these particular officers did not feel that the interim term any longer had any positive or negative effect in development or public relations. Part of the reasons for a lapse in effect is because the appeal of 4-1-4 as an innovation in college calendar and curriculum has faded somewhat as more and more institutions adopt the format.

The institutional data concurred with the interviews by indicating that there does not appear to be any necessary relationship of the interim term to development (Phase I, Section D, Items 1, 2, & 3). One Director of Development said that he "was not sure that it would really hurt the development picture if the interim term were dropped, unless the whole of the college was changed by it--as might be the case." Furthermore, the operations and focus of development and public relations are not at all affected by the January term, according to such Phase I data.

The interviews with students and faculty included an item pertaining to the impact that the interim term has had upon "academic decision-making and governance of the institution." (Phase III, Item 12b) While this item had no counterpart among the control colleges, some of the responses, nevertheless, proved quite provocative. A number of students stated that experience in the interim term enabled them to see how relatively little input they have in the decision-making structure of the college. Others indicated that the interim term can cause one to become more isolated in his own concerns and problems rather than to be at all involved in the decisions of his institution.

The faculty also brought to bear some interesting findings that perhaps have not been considered heretofore as impacts of the interim term. It was the impression of one group of faculty that the shortened interim period forces students to be unrealistic about change--i.e. assuming that changes can be made quickly--within the four or five week period. The faculty at institution Y stated that the interim term was a period for more and more committees and administrative projects, the assumption being that faculty had the spare time to consider administrative topics. Yet the faculty at institution X stated that at their institution committees cease to function almost entirely during the January period, as faculty are encouraged to concentrate upon their own projects.

Phase I institutional data Section C on "Student Life" covers a number of issues similarly related to the administration and operation of the colleges. The three 4-1-4 colleges indicate a number of avenues and aspects wherein students can be involved and can participate in the administration and governance of the institution. Table 6 presents data relative to the degree that the students and faculty/administrators felt involved in decision-making during the regular semesters versus the interim term (Phase II, Item 101). Clearly the interpretation is that these members of the college community feel less involved in decision-making during the interim term than during either of the semesters.

TABLE 6. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH INVOLVEMENT IN DECISION-MAKING ADMINISTRATION AND GOVERNANCE OF THE COLLEGE IS HIGHEST.[1] (Phase II, Item 101)

College X

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	34	15	18
Faculty/Administrators	18	0	5

College Y

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	28	17	16
Faculty/Administrators	9	3	4

College Z

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	15	4	9
Faculty/Administrators	5	1	8

Total 4-1-4 Colleges

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	77	36	43
Faculty/Administrators	32	4	17
	109	40	60

[1] Item 102 of the questionnaire instrument asked the respondents to indicate the academic term in which their involvement was the "lowest." The results were in the same direction as the data reported above--the interim term consistently was the academic term in which involement was reported to be the "lowest."

of the difference could be due to the fact that the periods are of different length, and that many people are away from the administrative structure of the college during this period. This formalized apparatus of participation, however, can break down during the interim term and the Phase II data gave evidence.

All three 4-1-4 institutions show an increasing tendency for students to become involved in the administration and operation of the college by voice as well as by vote over the last several years. Changes of a more liberal trend are noted in conduct codes, curfew regulations, dress requirements, compulsory chapel modifications, and dormitory visitation. Increased participation by students on college committees and even on the governing boards are noted at each of the three institutions. However the same pattern is stated to exist at both of the control non 4-1-4 colleges. Thus the data show that such recent variation in the approach to student life and involvement in the institution probably reflects a changing philosophy with reference to the education of young adults more than the impact of the interim term itself within specific institutions.

The three 4-1-4 institutions do note a considerable difference in the type and variety of provisions and potentials for student life during the interim term as opposed to the regular semesters (Phase I, Section C, Items 1, 2, & 3). Certainly the interviews with both students and faculty yielded consistent reference to the lessening of planned activities in the January period and the general dormancy of activities, associations, and organizations. No such variation in activities between the two semesters is noted by any of the participating colleges in the Phase I data.

Table 7 presents data relative to the degree that the students and faculty/administrators felt involved in the social and recreational activities provided by the college during the regular semesters versus the interim term. The findings indicate that involvement in planned activities is lowest overall during the interim term--although there is considerable variation by institution and sample. This may be a result of the number of activities planned, the absence of constituents from the campus, the degree of involvement in one's own work, and the extent of leisure time.

B) Curriculum:

The interviews with students indicated that the interim term curriculum does seem to effect the academic and the career plans of students (Phase III, Item 9). In some instances the relationship was said to be direct in that the student decided to enter or major in a certain area. In other instances the influence was said to be more subtle, prompting the student to avoid certain areas or become more aware of the point of view established by other disciplines outside his own major field.

In his study of the enrollment patterns of students at Macalester College during the interim term, Jack D. Armstrong (1971) found that at least 80% of the students over a four year period took at least two of the four interim term projects outside their eventual major. A comparison

TABLE 7. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH INVOLVEMENT IN THE SOCIAL AND RECREATIONAL ACTIVITIES PROVIDED BY OR AT THE COLLEGE IS HIGHEST. (Phase II, Item 103)

College X

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	29	20	27
Faculty/Administrators	13	5	4

College Y

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	14	22	28
Faculty/Administrators	10	1	6

College Z

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	7	13	12
Faculty/Administrators	6	1	9

Total 4-1-4 Colleges

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	50	55	67
Faculty/Administrators	29	7	19
	79	62	86

with that figure would not be meaningful in that two of the three 4-1-4 institutions in this study make certain requirements of their students regarding enrollment in particular (general education) areas. Nevertheless, the interviews expressed the clear consensus that students were taking advantage of the concentrated time period to broaden their areas of interest or to narrow down specifically upon a particularly interesting field.[4]

Institutional data from the three 4-1-4 institutions indicate that there is a growing trend among the colleges for students to pursue independent study both within the interim term and in subsequent semesters (Phase I, Section E, Item 3 & 7). One 4-1-4 institution, for example, makes it possible for a student to take almost any regular course under an independent study procedure provided that he has faculty approval.[5] A similar pattern or trend, however, was also indicated to be dominant at the non 4-1-4 colleges, although such independent study efforts are typically limited to juniors and seniors.

The institutional data pertaining to the distribution of course offerings added or cancelled (Section E, Items 1 & 2) and of academic majors adopted or deleted (Section E, Items 4 & 5) indicate no discernible trend among the three 4-1-4 institutions versus the control college. While a number of offerings, for example were added to the curriculum at the participating institutions, rationales for the additions had more to do with societal demands and employment opportunities and to interdisciplinary demands rather than impact from the adoption of an interim term program.

One of the items in the questionnaire concerned the degree to which the respondents felt that there is a definite spill-over to experimentation and innovation in the curriculum from the interim term to the spring semester (Phase II, Item 95). Table 8 presents the distribution of the findings by institution and sampled group. The faculty/administrators of the combined 4-1-4 colleges are approximately split on this issue. The students disagree by more than a two-to-one count that there is a spill-over from the interim term.

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[4] Phase III, Item 6 asked the respondents interviewed whether they thought that work done on a specific topic during the interim term led to broad exploratory work in subsequent semesters, or whether the reverse was true. Many variations were offered on this notion of the broadening and narrowing of interest(s). Some students indicated that work on a narrow topic stimulated them to narrow down even further; others indicated that they had experienced a narrowing in one interim term and a broadening in another; and still others felt that the narrow topic in the interim caused them to want to expand their interests. There was no apparent distinction in these perceived effects between a topic in one's major as opposed to the non-major area.

[5] None of the other participating institutions, however, so permits students to take regular courses from the catalogue on an independent or directed study basis. In such cases independent study is presumed to be the pursuit of a topic in which no regular instruction is offered, while directed study is the individual pursuit of a regular course with a prescribed syllabus.

TABLE 8. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE DEGREE TO WHICH THERE IS AGREEMENT-DISAGREEMENT THAT THERE IS A SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN THE CURRICULUM FROM THE INTERIM TERM TO THE SPRING SEMESTER. (Phase II, Item 95)

College X

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	6	17	24	32	10
Faculty/Administrators	8	9	6	2	0

College Y

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	5	8	24	23	7
Faculty/Administrators	0	4	6	9	4

College Z

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	1	3	9	17	5
Faculty/Administrators	0	3	4	9	3

Total 4-1-4 Colleges

	Response				
Sample	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	12	28	57	72	22
Faculty/Administrators	8	16	16	20	7
	20	44	73	92	29

Chi square = 5.955. Not significant difference at .05 level.

C) Instruction:

There was considerable agreement among students and faculty interviewed that the interim term necessitated or resulted in a change in one's work pattern, methods of instruction/learning, and in student-faculty relationships. The concentration upon one topic reduced the degree to which students and faculty felt that the day was "chopped up" with various classes and responsibilities. Interim term was perceived as a time when the individual could introduce a period of reflection into his work pattern as well as find time to pursue other interests, such as reading and recreation, without slighting responsibility to his particular course.

Respondents agreed that there is less emphasis upon formal lecturing in the interim term and more emphasis upon group discussion and individual study and research of a particular topic (Phase III, Item 8). In addition, data from Phase II indicate that both students and faculty/administrators utilize the library to the greatest extent during the interim term (Item 5)--see Table 9. Similarly a colleague relationship between student and professor was often mentioned as a definite characteristic of the interim term at the three 4-1-4 colleges. Students cited that they would typically get to know a given professor very well during the course of the interim term due to the daily or regular interaction.

Students and faculty interviewed, however, agreed that by and large there wasonly minor carry-over of the interim term work pattern, methods of instruction/learning, and faculty-student relationships to the spring semester. Consistently, the students and faculty interviewed would respond that the interim term was separate and distinct from the regular semesters. Consistently, they noted that professors and students, with only isolated exceptions, would fall back to the regular patterns, practices, and relationships of the semesters.

When asked to what degree they felt that there was such a spill-over in instruction and learning activities from the interim term to the spring semester, faculty and students sampled were of contrasting opinion (Item 96)--see Table 10. Students at each 4-1-4 college most often disagreed that there was such a carry-over. The faculty, however, agreed that there was a spill-over.[6]

While there was some measure of opinion that many of the patterns, practices, and relationships of the interim term do and should indeed carry over to the regular semesters, there were others who felt strongly that the semesters should be kept separate from the interim term. The size of classes, the academic load of three or four courses, and the familiar syllabus and lecture notes were cited as factors causing such separation and pushing for the distinction.

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[6]The faculty groups interviewed also felt more strongly than did the student groups interviewed that there was an impact of instructional methods of the interim term upon the regular semesters. They cited that as a result of the interim term experience some "informality has rubbed off on my classes;" that new approaches to learning had to be considered; and that more self-evaluation of teaching/learning resulted.

TABLE 9. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH UTILIZATION OF THE RESOURCES OF THE LIBRARY OF THE COLLEGE IS GREATEST.[1] (Phase II, Item 105)

College X

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	21	37	18
Faculty/Administrators	7	12	2

College Y

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	23	31	7
Faculty/Administrators	9	11	2

College Z

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	6	8	16
Faculty/Administrators	7	3	3

Total 4-1-4 Colleges

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	50	76	41
Faculty/Administrators	23	26	7
	73	102	48

[1]There was a substantial number of non-responses to this particular item indicating perhaps the uncertainty of opinion or the inability to make such a relative judgement. Non-response for X = 18; Y = 9; Z = 17.

TABLE 10. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE DEGREE TO WHICH THERE IS AGREEMENT-DISAGREEMENT THAT THERE IS A SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN INSTRUCTION AND LEARNING ACTIVITIES FROM THE INTERIM TERM TO THE SPRING SEMESTER. (Phase II, Item 96)

College X

Sample	Response: Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	4	23	31	27	5
Faculty/Administrators	7	13	4	0	0

College Y

Sample	Response: Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	4	15	23	22	4
Faculty/Administrators	0	4	9	8	2

College Z

Sample	Response: Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	3	5	9	15	5
Faculty/Administrators	0	7	4	5	3

Total 4-1-4 Colleges

Sample	Response: Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Students	11	43	63	64	14
Faculty/Administrators	7	24	17	13	5
	18	67	80	77	19

Chi square - 10.594. Reject H_o at .05 level of significance.

In comparison with the responses of students from the non 4-1-4 colleges about their semesters, students from the three 4-1-4 institutions cited a greater degree of personal rewards from their interim term experiences (Phase III, Item 11). There is seemingly less emphasis upon grades as a measure of rewards for the 4-1-4 colleges according to the students interviewed. At the same time there is perceived to be less pressure toward making a certain academic grade. Yet, the Phase I institutional data (Section A, Item 4) indicate that for Colleges X and Y the grade distribution is more highly skewed to "High Pass" and to "A" and "B" respectively for the interim term than either the first or second semester.[7] See Table 11. Thus while students indicate that they feel less pressure toward grades, there is a greater tendency in the interim term than in the regular semesters to achieve an excellent academic grade.

During the course of the interviews the students attempted to identify the personal rewards attained from the interim term experience (Phase III, Item 9). There was the general impression expressed that the interim term served as a period of growth and maturity for the student: "Have now lost my hang-over from high school and feel that I can do things on my own now." There is an apparent feeling of self-satisfaction in having focused upon one topic for a period of several weeks and having attained satisfaction from the study and confidence in the topic and in one's ability to understand.

When asked the degree to which the interim term has had an impact upon the objectives of the institution (Phase III, Item 12a), faculty and students responded in a parallel manner.[8] Specifically, respondents indicated that the interim term served to reinforce the objective of the respective colleges for innovation and experimentation; that it enhanced the ability of the institution to meet the objective of catering to the individual and of individual responsibility; that it emphasized the objective of "learning by doing" and of "learning from life" and thus of the process of learning rather than the content.

Data also was derived that would indicate whether students and faculty felt that they were most enthusiastic about beginning study for the fall semester, interim term, or spring semester (Phase II, Items 99 & 100). Table 12 indicates that both groupings felt highest enthusiasm about the

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[7]Such comparable data is not available for Z in that the institution maintains records of grades according to accumulated grade point averages rather than on the number of grades in the several categories. Since more interim term courses at Z are graded on a pass-fail basis no quality points are allowed--no comparison can be made. (Similar to the grade distributions at both colleges A and B, the Z figures indicate a slightly higher level of grade achievement in the spring semester than in the fall.)

[8]No attempt was made during the interview to communicate the expressed statement of purpose or the objectives of the various colleges considered. Thus the item made it essential that the respondents select a particular purpose and consider the impact of the interim term upon that goal, even though such might be quite foreign to the established purposes of that college.

TABLE 11. PERCENTAGE DISTRIBUTION OF ACADEMIC GRADES BY ACADEMIC TERMS FOR COLLEGES X AND Y, 1970-71 ACADEMIC YEAR. (Phase I, Section A, Item 4)

College X: 1970-71

	Grade System		
Academic Term	High Pass	Pass	Fail
Fall Semester	33.3%	61.7%	5.0%
Interim Term	43.7%	53.9%	2.3%
Spring Semester	32.1%	61.2%	6.7%

College Y: 1970-71

	Grade System					
Academic Term	A	B	C	D	F	Other*
Fall Semester	15.2%	37.9%	29.3%	9.0%	3.8%	4.6%
Interim Term	34.7%	37.2%	15.5%	4.8%	1.9%	5.8%
Spring Semester	22.8%	40.1%	24.5%	5.5%	2.5%	4.6%

*Note: Included in this category of "Other" are the "incomplete," and "Pass-Fail" grades for College Y.

TABLE 12. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTTTUTIONS REGARDING THE ACADEMIC TERM IN WHICH ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS HIGHEST. (Phase II, Item 99)

College X

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	41	19	22
Faculty/Administrators	13	8	2

College Y

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	41	14	10
Faculty/Administrators	17	2	3

College Z

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	21	2	11
Faculty/Administrators	13	1	1

Total 4-1-4 Colleges

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	103	35	43
Faculty/Administrators	43	11	6
	146	46	49

start of the fall semester. Table 13 indicates that both groupings felt the lowest enthusiam about the start of the interim term. In fact, the faculty at all three 4-1-4 colleges ranked the interim term as the term of lowest enthusiasm, while the students did likewise at two of the three colleges.

Interviewed respondents from all colleges indicated that coming back to campus for the start of a new term was preferential to coming back for the lame duck session of a more traditional semester calendar (Phase III, Item 4). In addition, such respondents felt that the change of pace offered by the interim term motivated them to get down to work. At the same time, the general impression was that the end of the interim term and the beginning of the spring semester marked another point of transition that was typically welcomed and refreshing. Respondents at the non 4-1-4 colleges felt that their motivation to study dropped sharply at the start of the spring semester over what it was at the beginning of the fall semester.

The typical teaching load for faculty from the three 4-1-4 colleges was listed to be three courses (or approximately 9 to 12 credit hours) for each semester and 1 course (or approximately 4 to 5 credit hours) during the interim term. Independent study responsibility is worked into the basic teaching load with reductions in load made upon administrative approval should the number exceed a prescribed level. Figures from College A indicate that faculty load is considered to range from 13 to 15 semester hours, or thus slightly above the 4-1-4 colleges' figures.[9] Such data, while pointing to no significant conclusion, may indicate that the 4-1-4 colleges can compensate their faculty for the additional responsibility of the January period. Note also that built into the teaching load systems at the three 4-1-4 colleges is a pattern by which a professor is expected to be on paid leave of absence every third interim term period.[10]

The academic load for students is, of course, considered to be four courses each semester and one course during the interim term, or approximately 16 credit hours per semester and 4 for the interim term. (The interim term at college Z is commonly given 5 credit hours.) The load at both Colleges A and B, however, ranges from a minimum of 12 credit hours to a maximum of 18 hours for students.

The point that seems to stand out from such data is that the addition of the extra responsibility of the interim term course for both students and faculty, is compensated by the alteration of the academic load and teaching load requirements for the regular semesters.

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[9]Figures from college B on teaching load were not made available.

[10]The pattern of having each member of the faculty on paid leave every third interim term has failed to become operational at two of the three 4-1-4 colleges, although it remains a part of the stated faculty guidelines.

TABLE 13. FREQUENCY DISTRIBUTION OF THE RESPONSES OF STUDENTS AND FACULTY/ADMINISTRATORS AT THREE 4-1-4 INSTITUTIONS REGARDING THE ACADEMIC TERM IN WHICH ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS THE LOWEST. (Phase II, Item 100)

College X

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	14	30	22
Faculty/Administrators	1	13	9

College Y

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	20	14	22
Faculty/Administrators	4	8	7

College Z

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	11	13	6
Faculty/Administrators	0	11	4

Total 4-1-4 Colleges

Sample	Academic Term		
	Fall Semester	Interim Term	Spring Semester
Students	45	57	50
Faculty/Administrators	5	32	20
	50	89	70

Institutional data was also accumulated to discern if there was any unusual tendency of the three 4-1-4 institutions in the employment of part-time versus full-time instructors or in the employment of academician instructors versus non-academician instructors. Two of the five institutions studied (one of which is a 4-1-4 college) employ only academicians--that is, instructors with academic degrees in their discipline. Only one institution employs more than a handful of part-time instructors on the faculty during the academic year. From the data received, therefore, no particular pattern of faculty employment emerges.

D) Phase II. Paired Comparison Items--Administration, Curriculum, Instruction:

The data on the following pages result from the paired comparison of 47 items for the participating 4-1-4 colleges--regular semesters versus interim term (Phase II, Items 1-94). The response from each college was treated as a community response with the samples of students and faculty joined. This was done because of the relatively small samples derived from each institution, and because it was decided that the data should reflect the combined views of the various constituents of the college rather than a format of students "versus" faculty/administrators. Such a combination was made possible by designing the survey form for students and for faculty/administrators to be the same for all but seven items. These remaining seven items were devised so as to be particularly related to the student groups for their form and particularly related to the faculty groups for their form.[11]

Chi square statistics for each of the three 4-1-4 colleges were computed from the frequency distributions of all the items. Separate chi squares were computed for the student samples and faculty/administrator samples for the seven items discussed above. In addition, a total set of chi square values were computed in which the frequency distributions of the three 4-1-4 colleges were combined.

The non 4-1-4 colleges were given the same form as were the 4-1-4 colleges, but the respondents were requested to ignore that portion of the paired comparison that dealt specifically with the interim term. (For the rationale of this procedure, see Chapter II on Methods and Procedures.) The chi square statistic for each item was computed to enable comparison of the three 4-1-4 institutions (total) with the control institution, College B, for the regular semesters only. Of the 54 comparison (40 + 7 + 7 items) of the regular semesters, a total of 14 chi square statistics proved to be statistically significant at the .05 level.[12]

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[11]The seven different items for students and faculty/administrators appeared in the survey forms as items: M', O', P', Q', R', T', and U'. (See Appendix II--Research Instrument--Phase II: Questionnaire.)

[12]Those 14 items were as follows: 001, 017, 023, 029, 031, 035, 037, 051, 053, 081, and 089. (See Appendix II--Research Instrument--Phase II: Questionnaire.)

The rationale for making this comparison between the three 4-1-4 institutions and the control college was to determine to what degree the frequency distributions for the three 4-1-4 colleges (for the regular semesters) reflected a particular uniqueness in the institutions per se, rather than in the calendar/curriculum employed. Had the comparisons of the regular semesters of the 4-1-4 colleges and the control college revealed a considerable difference (i.e., above 50%), or revealed no difference at all, then the eventual comparisons of regular semesters to interim term would be highly subject to validity debate.[13]

Of the paired comparison, then, between the regular semesters and the interim term for the three 4-1-4 institutions taken together, a total of 18 chi square comparisons out of the 54 items (40 + 7 + 7 items) computed to be statistically significant differences. None of the items pertaining to "Administration and Governance" proved statistically significant. A total of 5 items pertaining to "Curriculum" and 12 items pertaining to "Instruction," included among the 7 separate items for students, was statistically significant. None of the 7 separate items for faculty/administrators, however, indicated a significant difference.

If the paired comparisons are made for each of the three 4-1-4 colleges separately, a lesser number of items result in being statistically significant, according to the chi square values computed.[14] Thus of the 18 total items, some 7 are significant for College X, as against 9 items for College Y, and 4 items for College Z.

Table 14 indicates those particular items in the Phase II survey, in which there was a statistically significant difference for the regular semesters versus the interim term, for each of the three 4-1-4 colleges as well as for all three colleges taken together (Total). Examination of the actual frequency distributions reveals that the differences between the observed and expected frequencies for the interim term and for the regular semesters are not always in a direction that might be anticipated.[15] The direction of the frequency response and the

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[13]While the selection of the colleges for the study controlled for several potential intervening variables--student ability, general institutional purpose, geographic location, cultural background of student population, and degree level of faculty--this statistical procedure enabled a consideration of potential internal variables that in accumulation might warp the comparisons between the regular semesters and the interim terms.

[14]A characteristic of the chi square statistic, of course, is that the larger the sample size, the more likely the statistic will yield significance. By combining the three 4-1-4 institutions, it is possible to arrive at a larger number of items in which there is a significant comparison, and thus widen the universe of possibility.

[15]See Appendix VI, which consists of the frequency distributions for these 18 different items and the chi square statistics based upon the combined total figures for Colleges X, Y, and Z.

TABLE 14. ANALYSIS OF STATISTICALLY SIGNIFICANT QUESTIONNAIRE ITEMS AND THE DIRECTION AND RELATIVE STRENGTH OF FREQUENCY DISTRIBUTION OF THOSE 18 ITEMS--REGULAR SEMESTERS VERSUS INTERIM TERM--PHASE II, ITEMS 1-94.

ITEM	Direction and the Relative Strength of Responses: Agree---Disagree (+ + 0 - -)	Significant X^2			
		Total 4-1-4	College X	College Y	College Z
CURRICULUM:					
A. Courses offered are a real intellectual challenge:	R:[1] + I: 0	*		*	*
C. Curriculum reflects student needs and interests:	R: + I: + +	*		*	*
E. Students should have clear pattern of required courses laid out by the college:	R: - I: - -	*			
N. Students should have freedom to program much more of their own curriculum:	R: + I: + +	*	*	*	
G'. Courses duplicate what has been covered in other courses:	R: - I: - -	*	*	*	
INSTRUCTION:					
H. Credit should be given for non-classroom field work and experiences:	R: + I: + +	*			
J. More learning would occur if more time was spent in individual study rather than classroom:	R: + I: + +	*			
M. Courses are taught in such a way that learning becomes personally meaningful:	R: - I: +	*	*	*	
Q. Methods of instruction do not allow for much discussion and reaction:	R: - I: - -	*		*	

(continued)

[1]NOTE: "R" = Regular Semesters; "I" = Interim Term.

TABLE 14. (continued)

ITEM	Direction and the Relative Strength of Responses: Agree---Disagree (+ + 0 - -)	Significant X^2			
R. There are opportunities for informal exchange between students and faculty:	R: + I: + +	*		*	
S. Students are more interested in getting good grades than in learning:	R: + I: 0	*	*		
S'. Most students are primarily concerned about grades in their courses:	R: + I: 0	*	*		*
U. The atmosphere of learning activities is intellectually stimulating:	R: + I: + +	*			
C'. More students "catch-fire" and are turned-on by their studies than students who "goof-off" and turn-off their studies:	R: - - I: -	*			
H'. Most students seem to want to think seriously about issues raised by the professors:	R: + I: + +	*		*	
I'. Students and faculty spend much time discussing course related issues with other students and faculty outside of class:	R: 0 I: +	*			
L'. Students experience considerable academic stress and adverse anxiety about their studies:	R: 0 I: -	*	*		*
T'. (Item for student sample exclusive of faculty.) Instructors have aroused student's interest in subject to the point that he has read material beyond the course requirements.	R: 0 I: +	*	*	*	

relative strength of the response for the total three colleges, therefore, are appropriately indicated, so that the significant difference can be correctly interpreted. (Note that in the case of the individual colleges in which a difference is indicated as statistically significant, the direction of the relative strength of response is the same as that indicated for the total three 4-1-4 colleges.)

In addition to the data distributions and tests of significance cited above, responses to questions 1-94 were processed in terms of "t-value" or significance. Charts reproducing the data and "Significant t-value" findings are to be found in Appendix V.

Generally this analysis supported the findings and conclusions cited above. There are occasionally real differences between Colleges X, Y, and Z. Further analysis would be required to interpret the reasons for these differences. There are fewer differences between College B (control school-semester system) and Colleges X, Y, and Z than exponents of the 4-1-4 calendar seem to have assumed. This may in part reflect the fact that College Z, under a new administration, is currently undertaking some curriculum reform.

It is to be regretted that time and money did not permit some follow-up to investigate many of the significant variations from standard deviation within and between the participating institutions.

CHAPTER V

CONCLUSIONS AND INTERPRETATIONS

Section I: Conclusions: Phase I, Phase II, and Phase III

Section II: Methodological Approach

I. Conclusions: Phase I, Phase II, and Phase III:

1) The strongest trend and probably the most successful aspect of the 4-1-4 interim term is the increased off-campus group or individual studies, including overseas travel programs. Such programs have evolved successfully even beyond the imagination of the initiators of the 4-1-4 program. Yet, that success is not at all without qualifications, and students and faculty interviewed for this study were quick to remind each other of the financial drawback. Such a drawback is a most serious one as colleges seek to provide equal opportunities for learning experiences. Unless solutions to financial limitations--i.e., lower costs, more student financial aid, problems of inflation--are found, the problem of economic curricular elitism becomes quite significant.

2) Institutions of higher education, including those participating in this study, believe that there is a general advantage to and purpose for the interim term experience. The vast majority of students, faculty, and administrators at the 4-1-4 institutions said that indeed they would object if the college decided simply to drop its interim term and just have the two semesters.[1] Yet, these participating colleges, despite being in favor of the interim term, have been particularly lax at defining and operationalizing exactly what it is that the interim term does and should accomplish. Certainly it must be concluded from the data gathered for this study, that the participating institutions have not constructed specific experimental and innovative program and behavorial objectives for the interim term experience.

3) Presumed alterations during the interim term of work/study patterns, methods of instruction, student-faculty relationships, perceived personal rewards, and utilization of library resources do result and are recognized by students and faculty at the 4-1-4 colleges. In addition, a reduction in planned student activities and recreation and a lessening of student-faculty involvement in decision-making also result during the interim term and are recognized. Once the interim term has ended, however, such aspects of the institution return in the second semester to what they were in the fall semester. The carry-over of such characteristics, therefore, is limited or non-existent.

4) The 4-1-4 colleges do vary from the non 4-1-4 colleges participating in this study in teaching load, academic load, and (to a lesser degree) in requirements for graduation. Such variations apparently are set in order to assume and compensate for the addition of the interim term to the calendar and curriculum. However, almost all students (and the majority of faculty) at the non 4-1-4 institutions characteristically remarked that they would not want to see their college switch to a 4-1-4 format, particularly since their college already had abandoned the dreaded lame-duck session. They argued that they did not see the logic of having

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[1]There were a number of students and faculty members interviewed who indicated that they would not object to dropping the 4-1-4 calendar if it could mean an extension of the interim term concept. That is, such individuals would like to see their respective institutions adopt a more modular calendar which included two or more interim periods.

to study for an additional month each year, to pay for an additional month's class and board, and to lose the earning that they might be able to make working that extra month. Furthermore, they do not understand nor accept the compensations noted above. If, therefore, the concept of the interim term is to be able to hold its own against other calendar/curricular formats, the 4-1-4 institutions will have to substantiate and operationalize what the interim term can contribute to learning and provide for the institution that the semester system (or other calendar) does not or cannot.

5) The findings indicate that there is a significant difference between the interim term and the regular semesters for the following items:

In the interim term there is a greater tendency for:

a) The curriculum to reflect student needs and interests.
b) The courses not to duplicate what has been covered in other courses.
c) The courses to be taught in such a manner that learning becomes personally meaningful.
d) Informal exchange between students and faculty.
e) Students to be less interested in getting good grades than in learning.
f) Students to want to think seriously about the issues raised by the professors.
g) Students and faculty to spend time discussing course related issues with other students and faculty outside of class.
h) Instructors having aroused student interest in a subject to the point that the student has read the materials beyond the requirements for the interim term.

6) The findings also indicate that students and faculty/administrators sampled were in agreement in regard to the following items:

In the interim term, more than the regular semesters:

a) Students should not have a clear pattern of required courses laid out for them.
b) Students should have the freedom to program more of their own curriculum.
c) Credit should be given for non-classroom field work and experiences.
d) More learning would occur if more time were spent in individual study rather than in the classroom.
e) Students do not experience academic stress and adverse anxiety about their studies.

7) Some of the findings do not depict the relationships that would be predicted by many proponents of the 4-1-4 calendar and interim term curriculum. Specifically, it was found from data on the participating colleges that:

a) Courses offered are more of a real inteilectual challenge during the regular semesters than during the interim term.
b) More students "goof-off" and are turned-off during the interim term than "catch-fire" and are turned-on by their studies. This tendency, however, is even more pronounced in these institutions during the regular semesters.[2]

8) The fact that some of the items and aspects studied prove to have a significant difference between the interim term and the regular semesters does indicate that the interim term has some characteristics that are atypical from the regular semesters. The fact that there was no statistically significant difference for the other items does not mean that student and faculty responses could be considered or construed as negative or adverse to the interim term. In fact, as the frequency distributions show (see Appendix V) the majority of the distributions for each institution do indicate support for the interim term.

II. Conclusions: Methodological Approach:

In that this research project was conceived to be a pilot project to determine, among other ends, the feasibility of gathering various kinds of data across several institutions, it is pertinent that some attempt be made to analyze that effort:

1) The directives operationalized for Phase I--Compilation of Institutional Data, proved to be explicit and to have considerable utility across the five participating institutions. While several changes had to be drawn into the original directives during the course of the study, such additions and corrections proved to be relatively minor. It would seem possible, therefore, that such directives could be used without considerable alteration for a larger quantity of institutions. It remains to be seen whether such directives would have similar applicability to institutions of greater dissimilarity than the five institutions studied here. That is, would the directives for Phase I be applicable for public institutions, for institutions of university status, for junior or community colleges, for professional schools, for upper-division institutions, and for non-liberal arts institutions?

2) Average time put into the research effort by the Liaison Consultants, exclusive of the joint meetings, was approximately 58 hours with a range of 45 hours to 66 hours. Such efforts speak highly for the motivation of the participants, given the minimum honorarium, and point to the general success attained in such an initial research effort. It remains to be seen whether institutions of less proximity to and of less association with fellow participating colleges would attain such joint cooperative efforts and general success.

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[2]In his research at Macalester College, Jack E. Rossman (1971) surveyed student and faculty opinion regarding this question of the number of students who "goofed off" during the interim term versus the number who "caught fire." The students sampled indicated that on the average, 24% had "caught fire," 46% had "performed adequately," and 30% had "goofed off."

3) While general success was achieved and while it would not be at all accurate, if indeed ethical, to make the criticisms appear to apply generally, there was a degree of hesitancy or delay by some of the Liaison Consultants in the completion of the directives for Phase I. Similarly, there was some misunderstanding of or non-reference to, the directives concerning selection of samples for the Phase II questionnaires and for the administration and follow-up of the questionnaire forms. Follow-up efforts were made to the Liaison Consultants in the form of general meetings, telephone contacts, general correspondence, and the visits of the Research Director to each campus. However, the utilitarian compliance to the directives in the form of the honorarium, plus the perceived importance of the research for each institution, were apparently not sufficient to secure essential and immediate cooperation and participation. It must be realized, however, that no release time was given to any of the Liaison Consultants, so that they had to complete the directives and make the arrangements for the surveys on their own time. Additional compliance, perhaps in the form of normative pressures, even more constant follow-up, direct assistance from the Research Director or Administrative Assistant, and/or selection of institutional representatives with more time, expertise, staff assistance (eg. secretarial help), and authority to gather the information, might be necessitated.

4) While a great number of people contributed to the data gathering efforts, this research study--data gathering designs, analysis of data, interpretation of findings, authorship of final report--was the product of one individual to a greater extent than was anticipated by the Administrative Committee. Although it is held that the efforts proved successful, nevertheless, the research might have been improved by additional input by other individuals interested in and knowledgeable about curriculum evaluation and research design.

5) During the course of the research efforts, a number of 4-1-4 institutions, not among those participating in the study and with institutional characteristics somewhat different from those in this sample,--e.g. geographical location and population--requested permission to utilize various phases of the research in order to evaluate the interim term at their own institution. Yet another college invited the Research Director to its campus in order to stimulate evaluation research on its 4-1-4 program. Thus this research study could be said to have created or at least given impetus to a momentum for evaluation reserach regarding the 4-1-4 calendar and interim term curriculum.

6) The research methodology employed in this study involved three separate and yet overlapping phases: Phase I, Institucional Data; Phase II, Questionnaires; Phase III, Interviews. Each phase proved to elicit information relative to the evaluation and relative to the overall statement of purpose of this study. Thus the three-pronged approach, while complex, elaborate and sometimes repetitive, appeared to be successful in providing meaningful information.

CHAPTER VI

RECOMMENDATIONS

Although probably having merit and utility for many 4-1-4 institutions, the following recommendations are made primarily for the participating 4-1-4 colleges and consequently are based upon the conclusions reached in this evaluation research:

1) Interpret the interim term 4-1-4 calendar/curriculum as a "change of pace" from the regular pattern, methods, and enviromment of learning that dominate the regular semesters of the academic year. The concentration upon one isolated topic, the sandwiching of one month of study between two four-month blocks of time, provide the opportunity for, although not necessarily the fulfillment of, such a "change of pace." Students perceive the opportunity for off-campus study, for overseas study and travel, for exchange with a student from another campus, as a definite change from what they typically and normally do during the academic year. They do not have the same perception for the on-campus programs. Thus, it would seem that the colleges have failed to maximize the "change of pace" experience for students and faculty who remain on the campus during January. Too frequently the colleges which have adopted the 4-1-4 calendar/curriculum have paid only insincere profession to the need for originality and creativity in the offerings and experiences on the campus, while denying the energies, imagination, and dedication necessary for such a unique and rewarding change of pace.

2) Consider the interim term as a time when the college community can obviate the typical course, textbook, and classroom manner of teaching/learning and rather undertake a unique learning experience together. Normal methods of grading, disciplinary and classroom boundaries, and student-faculty roles should be cast aside. Brought to bear should be a common motivation and zealous dedication to uncover new and imaginative focuses and avenues of learning.

3) There is a definite need among the institutions studied for an Interim Term Director. Such a position probably should be tangential to, although separated from, the Office of the Academic Dean or the Provost/Dean of the College. It should be an administrative position having the authority to work with, advise, and if necessary, direct students, faculty and staff in developing interim term projects and programs. Many 4-1-4 institutions omit the position from the organizational structure of their college; other schools tack on the responsibilities and duties to those already assumed by an overseas study director, summer school director, special programs director, or academic dean; and still other institutions leave the Interim Term Director with little or no authority or means with which to initiate and implement 4-1-4 programs. Included within the job description for the Office of the Interim Term Director should be the following:

a) Stimulates and coordinates the efforts of the members of the college community to originate and develop learning topics, special programs, and evaluation procedures for the interim term.

b) Works with and assists the student personnel director, Interim Term Committee, division heads, student government, and other appropriate offices and individuals of the institution in developing social and recreational activities, supplementary learning experiences, mini-courses, weekend seminars, etc., for the interim term. In such a manner, maximizes opportunities and possibilities for learning and individual growth during the interim term for the entire college community, supplementary and complementary to the specific topic or course pursued in that period.

c) Serves as a source of reference and as liaison representative for and to the college on overseas, off-campus, and on-campus programs sponsored by other 4-1-4 institutions, by the 4-1-4 Conference, and by other agencies.

d) Evaluates both the topics of learning pursued and the isolated interim term itself relative to the objectives specified and agreed upon by the college. Continually monitors and evaluates those objectives in terms of the changing environmental and societal press, and in terms of the overall purposes of the institution.

e) Prepares proposals to obtain funding for the support, development, and extension of specific aspects and programs of the interim term.

4) Instead of requiring the completion of so-many courses or credit hours for a bachelors degree, including the four interim terms, separate the requirements. That is, require 32 courses or 128 credit hours (or less if the institution wants to reduce credit hours required for graduation) PLUS the completion of four interim term experiences. Do not make the completion of a particular interim term in a certain discipline a part of the requirements for a majo. Some students want and need the specialization within the discipline of their major. Other students want and need to branch out from their major field during the interim term. By separating the interim term experiences from the number of courses (or hours) required for graduation, impetus is added to the philosophy that the interim term is an experience unique from the regular semesters of the academic year.

5) Require participation in the interim term for each year that a student is enrolled at the college. The interim term should be a part of the entire educational package that the college offers to students. To require participation in less than four interim terms for an incoming freshman (or less than two interim terms for the two-year college transfer), would appear to be saying that a part of the educational package that the institution offers is superfluous, particularly if tuition and fees still are required for that "excess" period.

6) Of growing significance are the programs of student exchange, whereupon a student exchanges institutions with another student for the interim period. Such a program is especially valuable in that it pro-

vides the student with an experience away from his home institution with no additional costs other than his transportation to and from the exchange institution. In addition, the program cannot help but bring a more cosmopolitan influence to the campus as students from different parts of the country interact with the local student-faculty community. Institutions which accept an interim term exchange student (or faculty) must not take the responsibility for orientation and adjustment of the individual into the local environment and community too lightly.

7) The "change of pace" philosophy should not stop short of altering the normal evaluation-grading practices. If the professor is going to assume a role of "companion in learning" with the student and other professors, he would be severely limited by utilizing a four, eight ten, or twelve point scale. Thus it is recommended that a "satisfactory-unsatisfactory" approach during the interim term be utilized. In addition, institutions should abdicate normal testing procedures (except for monitoring feedback and criticism of work pursued and for purposes of determining the learning gained from the interim term experience and hence the attainment of agreed-upon objectives--in such a case, it would seem highly appropriate to evaluate the learning of faculty as well as students.) Exceptional work and progress could be encouraged and stimulated by having the professor write letters of commendation that would go into the student's personal file and permanent record; by having a communication to all members of the college community complimenting the exceptional work and progress of worthy students and faculty; by setting aside an area of the college, such as in the lobby of the administration building, library, or college union, where outstanding articles of accomplishment could be displayed. Hopefully institutions can stimulate outstanding programs and accomplishments through such tracks of recognition. Perhaps more importantly, however, the colleges can impress upon the community that learning is for the sake of learning and not for grade credit and extrinsic reward. When students leave our institutions of higher education we expect and desire that they will continue their learning. Yet quite obviously, once they leave school, any school, their desire for learning will not be stimulated or reinforced by an academic grade.

8) Institutionalize a lapse of several days between the end of the interim term and the beginning of spring semester. Such a period enables the faculty to critique the learning of students, evaluate the interim experience and involvement, and provide valuable feedback to items written, produced, or otherwise created in the interim term. Too short a transitional period finds the professor evaluating his students and his interim term accomplishments well into the second semester, when his attention and energies should be upon work associated with that new academic term. The college community needs a period of mental and perhaps physical recuperation and refreshment for re-orientation to the spring semester and the regular press of the college.

9) Eliminate prerequisites for the interim term experiences offered by the 4-1-4 institutions. The only requirement should be the motivation and desire to learn--which probably would be a general admissions policy. While some students (and faculty) might bring certain competencies into the experience, others might bring interests and desires quite essential

to a dynamic learning group. In addition, the elimination of prerequisites again would be consistent with the idea of the "change of pace" as well as the opinion that all the members of the group would have competencies and points of view that would complement the learning. Similarly, dropping prerequisites would facilitate interdisciplinary and non-disciplinary learning experiences.

10) Describe the offerings for the interim term as "experiences" or "involvements" rather than as "courses." In such a manner, develop imaginative and intriguing titles for the offerings that would defy classification into any particular discipline or designation in any college catalogue. The titles should not merely be window dressing or clever expressions if the content of the experience is not equally imaginative and intriguing. Omit discipline designations, textbooks, examinations, designated meeting places, and prerequisites from the descriptions and from the offerings themselves in keeping with the idea of a "change of pace."

11) Encourage students and faculty, in fact the entire college community, to propose interim term experiences. Consider the possibility of actually reversing the present system of structuing the offerings for the interim term. Rather than have professors develop a "course" that they would like to offer to students, let the students come forward with areas of interest and ideas for the interim term--perhaps supplemented with similar suggestions from faculty, staff, administration, parents, trustees, etc. The professor then would select a suggested area and would work with the students to develop such a possibility into a valuable, relevant experience. While the professor is likely not to be a specialist in very many, if any, of the suggested areas, certainly his training in "how to learn" should ease any apprehensions that might be evident. The fact that the professor has interests other than in his specific discipline and is eager to explore and study an area where he does not admit to expertise, should be highly valued by the student whom we expect to be able to handle the same kind of learning after graduation.

12) Utilize non-traditional learning places for the interim term experiences, instead of or in additionto the regular classrooms provided. That is, arrange for the learning experiences to be offered in dormitory lounges, in college unions, at professors' or students' homes, professor's office, cafeteria, etc. Again such a procedure would accentuate the idea that learning can and does take place in any situation--whether relaxed or formal, classroom or open country.

13) Encourage professor and students as companions in learning, to plan together for the interim term offering. Such would necessitate one or more planning sessions prior to the Christmas recess. In such a manner the companions cooperatively can set objectives, consider readings and possible learning situations, and thus prime themselves for the interim term. A bigger share in and responsibility for the planning and implementation of learning experience would seem to have the potential to yield a greater appreciation of learning and of involvement in education.

14) Develop a number of overlapping and separate, regular and irregular, supplementary and complementary programs, events, activities, and happenings during the interim term in addition to the regular interim term "courses." Illustrative of such programs, events, activities, and happenings are the following, although the list certainly should not be considered exhaustive:

a) Utilize the talents and skills of the college community (students, faculty, administrators, staff, parents, trustees, as well as townspeople) to run jam sessions, talent events, music and art lessons, physical and technical skill exhibitions and instruction, etc.

b) Schedule discussions of a current best selling book or novel--i.e. have two faculty members present contrasting opinions and interpretations and then let students attack such positions.

c) Schedule groups of people to go to a current movie or play and then return to campus to react to the media experience over hot chocolate or popcorn.

d) Encourage faculty and administrative and staff personnel to visit the dormitories to speak informally with groups of students on topics of mutual and current interest.

e) Schedule contests between dormitory groups or between groups taking different learning experiences--i.e. bridge, ping pong, paper plane races, "college bowl," dress making, hair styling, cooking, etc.

f) Invite local businessmen to discuss with students and faculty the personnel needs of their company, or what business can do and does to counter the social ills of the society, etc.

g) Develop weekend seminars and experiences such as camping, nature trips, foreign cultures, visits to surrounding ski mountains, visits to nearby cities or subcultures, encounter groups, physical fitness, speciality cooking or baking, crafts, preparation for graduate school, etc.

h) Involve students in the actual operation of the institution--i.e. student to assist academic dean, business office, student personnel, or maintenance--in addition to or perhaps in lieu of his regular learning experiences. The student can pick up valuable skills as well as grasp deeper understandings of the complexity of college operations. Rather than a time when participation in decision-making and operation of the institution is low, as indicated in the research for this study, the interim term should facilitate increased involvement.

i) Schedule placement interviews or sessions on evaluative testing for purposes of selecting a vocation or life goal.

j) Arrange decoration or re-decoration projects to clean, paint, or build some physical area of the college or surrounding neighborhood.

k) Utilize student and faculty groups for public relations and public service. Have students visit local and/or hometown high schools for student recruitment and visit churches, hospitals, shut-ins, prisons, etc.

l) Encourage faculty to spend extra time in the library and to assist students with their reading and learning there.

m) Encourage faculty and administrative and staff personnel to visit places of student gathering--i.e. cafeteria, union, library, dormitory lounges--and develop conversations and interactions with interested students. The physical presence often will bring about conversation and exchange of thoughts and points of view.

n) Schedule periodic discussion sessions perhaps at the home of a different member of the faculty each time, where problems of the college, current social, political, or economic problems, and personal interests might informally be shared and discussed.

15) Encourage the entire college community in the learning experience. Encourage professors to participate in the learning experience of offerings other than their own, even if only on an occasional basis. Encourage administrative and staff personnel to participate as well, in order to maximize the understanding and appreciation that learning does not occur simply in and at a school situation. Administrative and staff personnel have interests and other inputs to the learning situations that could prove mutually satisfying.

16) Provided that program and learning objectives have been specified and agreed upon as recommended above, the 4-1-4 colleges should reduce the degree of red tape and apparent frustration that it takes to get an interim term project approved. Particularly this frustration seems to be the case in a student getting an independent study project approved for the interim term. By creating elaborate review committees and multi-forms, we are probably doing more to frustrate the sincere student from a unique and profitable learning experience and to damage his trust relationship with the institution than we are discouraging the insincere student from a "goof-off" experience.

17) Students and even some faculty bashfully admit that they have considerably more leisure time during the interim term than during the regular semesters. The 4-1-4 college should look upon this "free" time excess as a phenomenon to be encouraged and as an opportunity to provide non-traditional learning experiences, rather than as a detrimental situation.

18) Institutions need to develop more effective student and faculty orientations to and communications about the interim term. Many professors are unfamiliar with the relatively recent facet of the interim term, have had little if any graduate preparation in such curricular design, and therefore are somewhat lost concerning how to develop an "experience" for the interim term. A faculty developmental program geared to this need should be encouraged and instituted--with a complementary evaluation of the faculty based upon that resulting interim term offering.

19) There is some support to the notion that the interim term should be extended to 6 or 7 weeks and that selected students should be allowed to pursue two or more interim term "courses" simultaneously. Based upon the philosophy for the interim term suggested herein, an interim term that lasts for over 4 or 5 weeks would no longer be a change of pace, but rather would take on the characteristics of simply a squashed semester! Similarly, the interim term is to be a total, integrated experience aimed at enrichment rather than the number of courses one can accumulate.

20) Evaluation of the interim term experience must be a continuous process. The evaluation of an interim term "every so often" and "in any particular manner" and "by whomever would want to do it," will not result in the kind of information and hence understandings requisite to the improvement of the interim term.

To be sure, no single solution or collection of recommendations can be the answer to all the potential for the interim term, not the panacea for all of the ills of and pertaining to the 4-1-4 calendar/curriculum. Certainly there are problems experienced by the 4-1-4 institutions of this study, and additional problems perhaps even created, by the recommendations cited in these pages. Yet, if the independent liberal arts college is to etch a unique place for itself within the institution of higher education, the interim term can, this researcher believes, be a means through which that uniqueness might be attained. If the independent college is eager to extend its individuality and uniqueness as independent liberal arts colleges, the interim term can aid that progress.

The large university can offer a larger quantity and a wider variety of courses than can the independent liberal arts college and probably can do so more efficiently and at somewhat less expensive student charges. Surely the university can play the "credit hours game" and the "credentials game" better as well. The independent liberal arts college, however, can offer opportunities for individualized instruction and concern, for a concentration upon learning for learning, and for a fostering of human growth and potential. Its size, freedom from legislatively initiated mandates and barriers, its concern for human development, gives the independent liberal arts college special advantages. The interim term can potentially maximize that distinction.

The potential of the interim term for developing a hunger for learning, for being able to learn from life and not just in the classroom, and for communicating and interacting with people is evident in an in-

terpretation of and philospohy of the interim term as a "change of pace." The practical, reality-accepting potential for acquiring a job or for gaining admission to graduate or professional school, however, may be somewhat less obvious. Society today is interested in the utility of a program of study, of a degree--"learning to learn is fine, but I need a job when I graduate!" Competition for employment and for graduate school is keen and employers are looking for credentials in the person they hire. But, credentials can be received at many an institution, with many different calendar and curricular systems, and employers still want something special in a person, certainly once those basic credentials have been established and met. Reviewing the transcript of a student and noting that that potential employee has had the kind of experiences that are unique to the interim term could well be the very factor that separates and distinguishes the student from others seeking the position. Most all applicants to graduate school have had General Biology 101 or English Literature 202 or even Introduction to Computers 401. Yet how many students have had such ources PLUS the interim term experiences of "Sing the Body Electric," "Creaming," "To Teach a Child," or "Furniture Design and Construction?"

Furthermore, it appears from many indications that mankind is moving into a period when men and women may have to do more for themselves, when some modern conceniences and services may have to be eliminated or assumed by the individual himself. Certainly it appears that students are crying for technical and practical skills besides liberal arts and the academic skills. Should the offerings of the interim term be characterized as a "real intellectual challenge?" The interim term can provide opportunities either in the special learning experience or in the supplementary workshops, mini-courses, weekend seminars, evening exhibitions, etc., where skills can be shared and acquired.

The concept of the interim term 4-1-4 calendar/curriculum adopted by one institution in 1960-61 has grown to over 300 institutions in 1971-72. Yet in that eleven years the potentiality for this phenomenon in education has hardly been dented. The calendar variation is appealing to schools wishing to try something different, but the calendar variation by itself will not last another eleven years. Such a statement is clearly supported by the evaluations conducted in this study. Such a statement is becoming more and more obvious to members of the academic community of the colleges studied. What is needed are some fresh, imaginative, and perhaps even radical ideas and program within and for the interim term based upon solid and continuous evaluations and upon concrete, well-considered learning and program objectives. What is needed are some intriguing attempts to pursue actively the philosophy that began with the institutionalization of the 4-1-4 calendar but which has not yet been operationalized and implemented to its fullness.

A number of conclusion regarding the research project were set forth by the Chairman of the Administrative Committee who was also the

Project Director. These deserve to be quoted in this report.

A. Methodology:

Inevitably many problems developed during the course of the research. Some of these were consequences of faulty planning of procedure and others largely grew out of the circumstances themselves. Considering that the research was conceived and planned as a pilot project, it is important to note these carefully. It is fortunate that these difficulties were encountered at this time during a small scale study so that they may be more adequately forestalled in follow-up research among the 4-1-4 institutions generally.

1) The research was in some way handicapped by its reliance on Liaison Consultants. Not involved in the preparation of the project proposal or in the basic research planning, they were less conversant with and perhaps less committed to, its objectives. Though diligent and conscientious for the most part, the research necessarily took second place to responsibilities to their own institutions. Delays in completing research tasks and in some instances inadequacy in data and procedure were the consequence.

2) The Administrative Committee placed in the hands of the cooperating colleges the responsibility to select liaison people. Thus they were in some instances assigned in terms of circumstances on their own campus rather than being chosen with research interests uppermost in mind. In some cases consultants were much too busy with their own responsibilities to attend to the many demands the research project created.

It would be useful in future projects to organize the research so that it could be conducted by the project staff insofar as possible, with consultants used only incidentally. This criticism of the research planning is not to denigrate the helpful contribution made by the consultants. Without their efforts the project could not have been carried out at all. To the extent that liaison personnel are to be utilized in future projects, the right to select such consultants should be in the hands of those responsible for the research.

3) Growing out of the factors cited above some data was received too late to be usefully incorporated in the report.

4) On the other hand it must be recognized that Liaison Consultants were overwhelmed by the sheer volume of institutional data required in Phase I. Perhaps, for a pilot project, the extensive accumulation of information could not have been avoided, but probably more rigorous advance selection and rejection of data items should have been instituted.

5) Along this same line, the Questionnaire should have been reduced in length also. With more time, permitting pre-testing, this could have been done without reducing the value of the completed project.

6) Experience in the pilot project will be particularly useful in helping to construct a more precise and less time-consuming instrument of evaluation for use of 4-1-4 campuses generally.

B. Findings:

1) Proponents of the 4-1-4 concept have generally held that the interim term is a catalyst which influences curriculum, teaching, and learning in the regular semesters. Probably the most significant of the findings of this project is the clear evidence that this is not happening to the degree which has been assumed. While it may be that the interim term can have this effect, it is clear from the results of this study that it will not automatically happen in any meaningful way.

2) It was a surprise to all of the research personnel to discover the extent to which basic institutional data is not compiled and readily available. In many instances, there appears to be no source from which such data could be compiled. Finally, the methods of record-keeping among the institutions studied were so varied that the data which could be obtained was not comparable. Whether this "surprise" is a measure of our naiveté or of particularly poor record-keeping among the participating colleges, it is evident that more effective guidelines and better adherence to common procedures need to be developed in institutional research.

3) As a result of this pilot project there should be devised and made available to 4-1-4 schools, an instrument and procedure for evaluation which can be widely used. The 4-1-4 Conference can exercise a valuable role in serving as a vehicle to distribute materials, encourage evaluation and build up a body of data. This should be organized so that colleges evaluating their own programs can compare themselves with other 4-1-4 institutions generally, or with selected schools.

The pilot project provides incentive and ground work for study among all 4-1-4 schools. It is important that this promising effort not die on the vine.

APPENDIX I

RESEARCH INSTRUMENT--PHASE I
INSTITUTIONAL DATA

Section I: Directives for Compilation of Institutional Data

Section II: Alterations to Directives for Phase I

4-1-4
CONFERENCE

AN EVALUATIVE STUDY OF THE EFFECTS OF
ADOPTION OF THE 4-1-4 CALENDAR/CURRICULUM

Phase I: Compilation of Institutional Data

The information and data requested on the following pages is the first step in our research data-gathering effort. Since the data is to be gathered at each of the five participating institutions, it is somewhat difficult to prescribe exact and explicit directions and instructions for each institution to follow. Nevertheless, in the event that the directives are not at least implicit for you and your institution, please contact the Research Director or the Administrative Assistant. It is imperative to the success of this project that we coordinate our efforts.

The greater portion of the information and data requested should be available and obtainable from institutional data sources. Wherever pertinent, list the source and time period of the data--e.g. registrar's report 1969-71, admissions schedule of candidate acceptance 1970-71, college catalogue 1971-72.

A major problem in the analysis of the data across the institutions participating will be that of the comparability of the data sources and the information itself. Therefore, it is necessary for each liaison consultant in completing the items listed and in constructing his final case study for this Phase I, to be as accurate as possible and to rely as much as possible upon data sources that are objective and reliable. Indicating the sources of the data as suggested above, will aid the Research Director in evaluating the comparability of the reports and the data.

For every item on the following pages that is preceded by an asterisk (*) please follow the time sequence for your particular institution according to the following procedure:

For College A:

Respond and/or give distribution for the last four full academic years.

For College B:

Respond and/or give distribution for two years preceding the adoption of the 4-1-4 calendar/curriculum, for the uear during which your college was on the format, and for the years since your college dropped the interim term.

Office Box 17500, St. Petersburg, Florida 33733

For College X:

Respond and/or give distribution for all years since adoption of the 4-1-4 calendar/curriculum.

For Colleges Y and Z:

Respond and/or give distribution for two years preceding adoption of the 4-1-4 calendar/curriculum and for all years since that adoption.

Sampling Procedures:

Toward the end of January a questionnaire schedule to be given to faculty, students, and administrators will be sent to you for consideration and evaluation. At our meeting then in late January we will make whatever changes in the questionnaire instrument that are suggested. Previous to that point, however, it might be advisable for you to select your samples or at least to organize your student population and faculty population for the eventual sampling. The following are operating procedures for the specification of the population and selection of the sample that will make possible the comparison of findings. The actual questionnaire, as we decided in December, will be administered to your samples in early February, previous to the interview sessions to be conducted by the Research Director.

STUDENTS: The total population of students for this study shall include all full-time, regular, undergraduate students of your institution as of January 1972. Deleted from the population will be all graduate students, auditors, special students, and those students taking less than the prescribed full academic load at your college. Utilize either a systematic sampling plan (taking every "ith" numbered student) or a randomized sampling plan (according to a table of random numbers) to arrive at a total sample size that equals 10% of your population size. For students who drop out of the college between the time when the sample is selected and the time when the questionnaire is administered, select a replacement by the same sampling procedure.

FACULTY: The total population of faculty for this study shall include all staff members of your institution who have taught or are teaching at least one course during the 1971-72 academic year. The population then should be stratified (grouped) according to academic divisions. Employ either the systematic or the random sampling plan in selecting 25% samples from each group.

ADMINISTRATION: All of the following office holders among the administrative staff of your institution should be included in the sample: President, Vice President, Academic Dean, Dean of Students, Registrar, Director of Admissions, Director of Development, Director of Business Affairs, Director of the Interim Term, Director of the Library, Director of Financial Aid, Director of Counseling, Director of Institutional Research. In the event that

the individual office holder also is considered among the sample of teaching faculty or fulfills two or more of these so-named offices, such will need to be indicated on his form. In that it is quite possible that the titles of these officesare not the same on all campuses of institutions participating in this study, it may be necessary for each liaison consultant to adjust this list of 13 individuals accordingly. A similar adjustment may be necessary if one or more of the so-named offices does not exist on your campus. At any rate, adjust your sample of administration so that in the end each participating institution will have a total of 13 respondents.

Please prepare your case study report on your institution according to the following procedures and sections:

A. Student Performance--Grades and Credits:

1. Describe the grading system for students currently in use at your college.

2. Describe to what degree, if any, the grading system in use at your college varies during the academic year--e.g. by terms, by divisions or departments, by type of course, by academic class, etc.

*3. Describe any changes or alternations in the grading system that have occurred at your institution for each year considered, noting the year during which the change occurred and rationale for the change.

*4. Present the distribution of student grades at your institution for each year considered according to:

   a) Each academic term of the year;
   b) The categories of: independent study[1]; specialized courses (designed exclusively for interim term work); and, regular courses from the catalogue.

5. Describe the system of crediting course work currently in use at your institution.

6. Describe to what degree, if any, the system of crediting course work for your institution varies during the academic year--e.g. by terms, by divisions or departments, by type of course, by academic class, etc.

*7. Describe any changes or alternations in the system of crediting course work that have occurred at your institution for each year considered, noting the year during which the change occurred and rationale for the change.

8. Describe the system of requirements for graduation, including requirements for an academic major, currently in use at your institution.

*9. Describe any changes or alterations in the system of requirements for graduating, including requirements for an academic major, that have occurred at your institution for each year considered, noting the year during which the change occurred and rationale for the change.

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[1]Independent study is defined as that course of study in which the student designs and prepares the content and requirements of the course with the approval of a faculty member.

*10. Present the distribution of graduating students at your institution according to academic major for each year considered.

B. Admissions:

*1. Present the distribution of the volume of student applications for admission, of the volume of acceptance of such applications, and of the volume of enrollment by class for your institution for each year considered.

*2. Present the distribution of the profile of the entering freshman class at your institution for each year considered, including aptitude test scores, high school class ranking, and high school grade-point averages.

*3. Indicate what effort your institution makes to discern for what reasons students apply to your college and accept the admission (i.e. enroll) there; list the reasons that are typically given by entering students including a ranking system of their relative frequency. If possible, indicate what changes have occurred over the years considered.

C. Student Life:

1. Describe the provisions and potentials for student life currently in use at your institution--student life is to include social, political, religious, vocational, cultural, and recreational activities, student associations and organizations.

2. Describe to what degree, if any, the provisions and potentials for student life at your institution vary during the academic year--e.g. by terms, by divisions or departments, by academic class, etc.

*3. Describe any changes or alterations in the provisions and potentials for student life that have occurred at your institution for each year considered, noting the year during which the change occurred and rationale for the change.

4. Describe the provisions and potentials for the involvement and participation of students in academic decision-making and in the administration and governance of your institution.

5. Describe to what degree, if any, the provisions and potentials for the involvement and participation of students in academic decision-making and in the administration and governance of your institution vary during the academic year--e.g. by terms, by divisions or departments, by academic class, etc.

*6. Describe any changes or alternations in the provisions and potentials for the involvement and participation of students in the academic decision-making and in the administration and governance of your institution for each year considered, noting the year during which the change occurred and rationale for the change.

D. Development Office and Public Relations:

1. Indicate what effort your institution makes to discern the reason(s) that friends offer support and financial contributions to your college: list the reasons that are typically given by such friends including a ranking system of their relative frequency.

*2. Describe any change or alternations in the focus of developmental and public relations efforts by your institution for each year considered, noting the year during which the change occurred and rationale for the change.

3. Describe to what degree, if any, the focus of developmental and public relations efforts by your institution varies during the academic year--e.g. by terms, by divisions or departments, etc.

E. Curriculum:

*1. Present the distribution of new course offerings at your institution by each academic term of the year, according to the following categories of course offerings, for each year considered. Where appropriate include a rationale for the new offering. (Note: This distribution is not to include alternate year courses that are regularly added one year but dropped the next.)

a) Those new courses that are assigned to a traditional academic discipline;
b) Those new courses that are not readily assigned to a traditional academic discipline--e.g. a Public Defender project;
c) Those new courses that are not typically a part of the course offerings at institutions--e.g. citrus, ghetto, or earth studies;
d) Those new courses that would be considered as "interdisciplinary study"[2];
e) Those new courses that would be considered as "international study"--study abroad[3];

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[2]Interdisciplinary study is defined as that course of study which utilizes the perspectives of different academic disciplines in an attempt to combine or merge or cut across the different perspectives.

[3]International study is defined as that course of study in which the student travels to another country and engages in a special study project related to the civilization or culture of that country or countries.

f) Those new courses that would be considered as "off-campus study"[4];
g) Those new courses that would be considered as "other options" within your curriculum and not named above--e.g. directed study, internships, practicums, cooperative education, etc. (Note: In the case of these other options, operationally define what is meant by the particular type of course offering at your institution.

*2. Present the distribution of courses offered at your institution that have been canceled or withdrawn from the curriculum according to the same categories of offerings as in E. 1. above, for each year considered--where appropriate include a rationale for the cancellations. (Note: This distribution is not to include alternate year courses that are regularly dropped one year but added again the next.)

*3. Present the distribution of the volume of student participation in the various courses offered at your institution by each academic term of the year and by each academic class, according to the following categories of offerings for each year considered:

a) Regular courses from the catalogue;
b) Independent study;
c) International study;
d) Off-campus study;
e) Interdisciplinary study;
f) Other options within your curriculum--please specify.

*4. Specify the new academic majors that have been established at your institution for each year considered; include the rationale that led to the adoption of each such major and the volume and percentage of students that have indicated these as their majors in each year since the adoption.

*5. Specify the academic majors that have been cancelled or deleted at your institution for each year considered; include the rationale that led to the deletion of each.

*6. Specify the changes in rules, procedures, and requirements (--e.g. re. approval, evaluation, contract terms, special obligations, credits changes) established at your institution for each of the following areas of your curriculum (where appropriate) for each year considered:

a) Regular courses from the catalogue;
b) Independent study;

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[4]Off-campus study is defined as that course of study in which a major portion of the course requirements include study or experiences away from the campus and on an off-campus subject.

c) International study;
d) Off-campus study:
e) Interdisciplinary study:
f) Other options within your curriculum--please specify.

7. Indicate the number of regular courses listed in the catalogue of your institution that are available to the student through independent study or such other options. (Note: Specify what those options are at your institution.)

*8. Specify the volume with which students have taken regular courses listed in the catalogue of your institution through independent study or such othe options, according to each academic term of the year for each year considered. (Note: Specify what options are at your institution.)

F. Instruction:

*1. Specify the definition of "teaching load" for the faculty at your institution for each year considered.

2. To what degree if any are stipulations or arrangements made within the definition(s) and requirements for "teaching load" to account for and and thus take into consideration:

a) Independent study;
b) May term assignments;
c) Other options within your curriculum--please specify;
d) Various rankings or classifications of faculty.

3. To what degree does the actual practice of faculty members at your institution in their teaching activities and requirements conform to the definition and requirements for "teaching load" currently in operation at your institution?

*4. Specify the definition of and requirements for "academic load" for the students at your institution for each year considered.

5. To what degree if any, are stipulations or arrangements made within the definition(s) and requirements for "academic load" to account for and thus take into consideration:

a) Independent study;
b) May term assignments;
c) Other options within your curriculum--please specify;
d) Various rankings or classifications of students.

6. To what degree does the actual practice of students at your institution in their academic load responsibilities conform to the definition and requirements for "academic load" currently in operation at your institution?

*7. Present the frequency distribution of the teaching staff at your institution according to the following categories for each year considered:

a) Full-time instructors--academicians;
b) Part-time instructors--academicians;
c) Full-time instructors--non-academicians;
d) Part-time instructors--non-academicians;
e) Student instructors or assistants;
f) Other (specify)

*8. For each year so considered, what were the reasons for the addition or deletion of members of you teaching staff at your institution within each of the categories in F. 7. above?

NOTE: In completiag this section, it will be necessary to conduct investigations and thus develop a report that is as complete and accurate as possible. In contrast to the majority of the preceding items, it probably will not be possible to rely upon institutional data and records, but it is hoped nevertheless, that the information cam be ascertained and appropriate sources and authorities cited.

G. Interim Term--History and Development:

1. Identify where the impetus for change to an interim term calendar/curriculum on your campus originated.

2. Identify the proponents of the change and the opponents to the change and their respective rationales for their positions at the time when your institution was contemplating the interim term calendar/curriculum.

3. How long and involved a period of discussion and deliberation preceded the eventual decision to adopt an interim term period? What were the reasons for the length of time involved in the discussion and deliberation? To what degree did such a time period prove sufficient?

4. To what degree were the various constituents of your institution--faculty, students, administration, trustees, alumni, parents, friends--involved in the decision to consider and/or adopt the interim term calendar/curriculum at your institution? Who had the

final decision to adopt the interim term format? Did the involvement of such constituents in the decision prove sufficient?

5. How long and involved a period of lead-time for transition preceded the point at which the interim term calendar/curriculum was put into actual practice? To what degree did such a time period prove sufficient?

6. Identify and evaluate the types of communications and explanations of procedures that were made to the various constituents of the college--faculty, students, administration, trustees, alumni, parents, friends--before the interim term format was put into practice? To what degree did such communications and explanations prove sufficient?

H. Interim Term--Philosophy and Approach:

1. Which of the following emphases is (are) a part of the interim term approach at your institution for this current academic year:

   a) Specialized courses within a traditional academic discipline designed exclusively for the interim term;
   b) Specialized courses not readily assigned to a traditional academic discipline designed exclusively for the interim term;
   c) Regular courses from the catalogue--fitted into the interim term;
   d) Independent study;
   e) Interdisciplinary study;
   f) International study;
   g) Off-campus study;
   h) Other options within your curriculum--please specify;
   i) Faculty exchange among other colleges operating on an interim term;
   j) Student exchange among other colleges operating on an interim term;
   k) Other emphases--please specify.

*2. Utilizing the categories offered in H. 1. above, specify the degree to which such emphases have changed at your institution for each year considered since your college first adopted the interim term calendar/curriculum. Where appropriate, indicate the rationale for such changes.

*3. Utilizing the categories offered in H. 1. & 2. above, roughly determine the percentage (to the nearest whole percentage figure) of student enrollment and of faculty participation within each appropriate emphasis for each year considered. (Note: To the degree that the above emphases are not independent or mutually exclusive, indicate and explain the degree of overlap.)

4. Specify the stated and expressed objective(s) of the interim term approach at your institution.

5. To what degree and upon what basis does your institution attempt to evaluate the interim term approach of your institution and the objectives set?

6. To what degree and with what end does your institution attempt to compare the approach and evaluations of its interim term with those of other institutions?

7. To what degree and through what means are the various constituents of your institution--faculty, students, administration, trustees, alumni, parents, friends--involved in the deliberation and approval of the curriculum and institutional policy decisions for the interim term period?

8. To what degree and through what means are the various constituents of your institution--faculty, students, administration, trustees, alumni, parents, friends--involved in the administration of the interim term period?

9. Describe the range and level of costs to the students participating in the interim term and to the institution itself for the operation of the interim term at your institution this academic year. In what manner and procedure are the costs charged to the students and included in the operating budget of the institution?

ALTERATIONS TO DIRECTIVES FOR PHASE I: COMPILATION OF INSTITUTIONAL DATA

Addendum to Directives:

Section A, Item 4:

Instead of gathering frade distributions for all students over the time period considered, it has been agreed that a 10% sampling may be taken of the grades, while keeping the same time period.

Addendum to Directives:

Section E, Items 1 & 2:

The best method of investigating the courses added or dropped from the curriculum seems to be the survey of the minutes of the Academic Affairs Committee or of the Faculty meetings as opposed to searching through the college caralogues.

Specifically for Item 2--because of the difficulty found in discerning the information relative to those courses that have been deleted from the curriculu, it has been decided that a two year time span is sufficient. Note also that in determining the rationale for the addition or deletion of the courses, it may be necessary to rely upon subjective opinion rather than institutional records. The interview phase of the research will include an item pertaining to this particular question, and therefore, the development of the rationales does not need to be emphasized.

Addendum to Directives:

Section E, Item 3:

Rather than present the distribution of student participation for each year considered, it is necessary only to indicate the general trend--in percentages--for the most recent academic year. If there is overlap between the different kinds of offerings, please indicate such in the trend distribution.

Addendum to Directives:

add to bottom of page 2:

It is recommended that the information for items in this section on the provisions and potentials for student life be derived from the student handbook, college catalogue, and consensus of opinion of the dean of students.

APPENDIX II

RESEARCH INSTRUMENT--PHASE II
QUESTIONNAIRES

Section I: Questionnaire for Students
Pages 1-10

(Note: Identical questionnaire administered to 4-1-4 and non 4-1-4 students. Directions for 4-1-4 students are on page 1; directions for non 4-1-4 students are on page 2.)

Section II: Questionnaire for Faculty/Administrators
Pages 11-20

(Note: Identical questionnaire administered to 4-1-4 and non 4-1-4 faculty. Directions for 4-1-4 faculty are on page 11; directions for non 4-1-4 faculty are on page 12.)

4-1-4 Conference Research Report
St. Petersburg, Florida

Questionnaire for Students:
On 4-1-4

Although the attached questionnaire appears to be lengthy it can be completed accurately and readily in not more than half an hour of your time. Please complete all of the items on the pages which follow. There are no necessarily right or wrong answers to any of the items, so be as honest and accurate as possible. Your cooperation will be greatly appreciated. It is a substantial help to the college in its evaluation of its curriculum. You are asked not to sign your name on the form or on the answer sheet. There will be no attempt made to identify you personally either with the form or with the overall findings.

Directions: For each item you are asked to mark on the accompanying answer sheet the degree to which you Agree-Disagree with that item as it pertains firstly to the regular semesters (Fall and Spring) at your college, and secondly as it pertains to the January Winter Term at your college.

Use the following abbreviations as the basis of your response for each item:

a. SA: Strongly Agree
b. A: Agree
c. UNC: Uncertain
d. D: Disagree
e. SD: Strongly Disagree

Mark the appropriate space on the answer sheet.

Your conscientious assistance is deeply appreciated.

4-1-4 Conference Research Report
St. Petersburg, Florida

Questionnaire for Students:
Non 4-1-4

Although the attached questionnaire appears to be lengthy it can be completed accurately and readily in not more than half an hour of your time. Please complete all of the items on the pages which follow. There are no necessarily right or wrong answers to any of the items, so be as honest and accurate as possible. Your cooperation will be greatly appreciated. It is a substantial help to the college in its evaluation of its curriculum. You are asked not to sign your name on the form or on the answer sheet. There will be no attempt made to identify you personally either with the form or with the overall findings.

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Use the following abbreviations as the basis of your response for each item:

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Mark the appropriate space on the answer sheet.

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A. MOST COURSES OFFERED AT THIS COLLEGE ARE A REAL INTELLECTUAL CHALLENGE.

1) As the item pertains to the regular semesters: SA, A, UNC, D, SD
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47) As the item pertains to the regular semesters: SA, A, UNC, D, SD
48) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

Y. I AM THREATENED AND APPREHENSIVE ABOUT ASSIGNMENTS OR COURSES WHOSE CONTENT AND METHODS ARE NOT SPECIFICALLY DEFINED AND OUTLINED FOR THE STUDENT.

49) As the item pertains to the regular semesters: SA, A, UNC, D, SD
50) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

Z. STUDENTS ARE FORMALLY INVOLVED IN THE DELIBERATION AND APPROVAL OF THE CURRICULUM AND INSTITUTIONAL POLICY DECISIONS.

51) As the item pertains to the regular semesters: SA, A, UNC, D, SD
52) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

A'. STUDENTS ARE FORMALLY INVOLVED IN THE ADMINISTRATION AND GOVERNANCE OF THE COLLEGE.

53) As the item pertains to the regular semesters: SA, A, UNC, D, SD
54) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

B'. STUDENTS AND FACULTY SEEM TO HAVE DEVELOPED AN "ANTI-INTELLECTUAL" BIAS IN WHICH "EXPERIENCES" BECOME PRIMARY INSTEAD OF CONTENT MATERIAL AND SPECIFIC INTELLECTUAL SKILLS.

55) As the item pertains to the regular semesters: SA, A, UNC, D, SD
56) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

C'. THERE SEEMS TO BE A MUCH HIGHER NUMBER OF STUDENTS AT THIS COLLEGE WHO "CATCH-FIRE" AND ARE TURNED-ON BY THEIR STUDIES THAN THERE ARE STUDENTS WHO "GOOF-OFF" AND TURN-OFF (OR ARE TURNED-OFF BY) THEIR STUDIES

57) As the item pertains to the regular semesters: SA, A, UNC, D, SD
58) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

D'. MY INSTRUCTORS PUSH ME TO THE LIMIT OF MY INTELLECTUAL CAPACITIES.

59) As the item pertains to the regular semesters: SA, A, UNC, D, SD
60) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

E'. THE DEPARTMENT IN WHICH I AM PREPARING MY MAJOR REWARDS STUDENT CREATIVITY

61) As the item pertains to the regular semesters: SA, A, UNC, D, SD
62) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

F'. THIS COLLEGE DOES NOT PROVIDE ME WITH ENOUGH OF THE KINDS OF COURSES I WOULD LIKE TO TAKE.

63) As the item pertains to the regular semesters: SA, A, UNC, D, SD
64) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

G'. I HAVE TAKEN COURSES THAT DUPLICATE MUCH OF WHAT I HAVE ALREADY BEEN TAUGHT OR HAVE COVERED IN OTHER COURSES.

65) As the item pertains to the regular semesters: SA, A, UNC, D, SD
66) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

H'. MOST STUDENTS IN THE COURSES I HAVE TAKEN SEEM TO WANT TO THINK SERIOUSLY ABOUT THE ISSUES THAT THE PROFESSORS RAISE.

67) As the item pertains to the regular semesters: SA, A, UNC, D, SD
68) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

I'. I SPEND A LOT OF TIME DISCUSSING COURSE RELATED ISSUES WITH OTHER STUDENTS AND FACULTY MEMBERS OUTSIDE OF CLASS.

69) As the item pertains to the regular semesters: SA, A, UNC, D, SD
70) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

J'. I HAVE BEEN IN CLASSES WHERE THE INSTRUCTOR INVITED HIS STUDENTS TO ASSIST HIM IN PLANNING AND EVALUATING THE CONTENT, LEARNING ACTIVITIES, AND ORGANIZATION OF COURSES TAUGHT.

71) As the item pertains to the regular semesters: SA, A, UNC, D, SD
72) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

K'. I AM WELL ABLE TO STRUCTURE MY OWN WORLD BY MANAGING MY TIME, ENERGIES AND ACTIVITIES.

73) As the item pertains to the regular semesters: SA, A, UNC, D, SD
74) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

L'. I EXPERIENCE CONSIDERABLE ACADEMIC STRESS AND ADVERSE ANXIETY ABOUT MY STUDIES.

75) As the item pertains to the regular semesters: SA, A, UNC, D, SD
76) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

M'. THE PREREQUISITES THAT DEPARTMENTS ESTABLISH FOR THEIR COURSES PREVENT ME FROM TAKING COURSES I WOULD LIKE TO HAVE AND FEEL I COULD HANDLE.

77) As the item pertains to the regular semesters: SA, A, UNC, D, SD
78) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

N'. LEARNING SKILLS THAT CAN DIRECTLY BE APPLIED TO A VOCATION OR JOB ARE MORE IMPORTANT TO ME THAN ACQUIRING A BROAD CULTURAL EDUCATION.

79) As the item pertains to the regular semesters: SA, A, UNC, D, SD
80) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

O'. I WOULD WELCOME THE OPPORTUNITY TO TAKE A PARTICULAR COURSE SOLELY BECAUSE I UNDERSTOOD THAT IT WAS EASY TO MAKE A GOOD GRADE OR BECAUSE REQUIREMENTS WERE NOT DEMANDING.

81) As the item pertains to the regular semesters: SA, A, UNC, D, SD
82) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

P'. MOST OF MY INSTRUCTORS HAVE MADE THEMSELVES AVAILABLE FOR ADDITIONAL HELP TO STUDENTS WHEN REQUESTED.

83) As the item pertains to the regular semesters: SA, A, UNC, D, SD
84) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

Q'. MOST OF MY INSTRUCTORS HAVE NOT TAKEN THEIR TEACHING RESPONSIBILITY SERIOUSLY.

85) As the item pertains to the regular semesters: SA, A, UNC, D, SD
86) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

R'. THE CONTENT IN MOST OF THE COURSES I HAVE TAKEN IS SO NARROWLY TAUGHT THAT IT IS DIFFICULT TO RELATE THIS KNOWLEDGE TO COURSES IN OTHER AREAS.

87) As the item pertains to the regular semesters: SA, A, UNC, D, SD
88) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

S'. MOST STUDENTS ARE PRIMARILY CONCERNED ABOUT GRADES IN THEIR COURSES.

89) As the item pertains to the regular semesters: SA, A, UNC, D, SD
90) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

T'. MY INSTRUCTORS HAVE AROUSED MY INTEREST IN THEIR SUBJECT TO THE POINT THAT I HAVE READ MATERIAL BEYOND REQUIREMENTS.

91) As the item pertains to the regular semesters: SA, A, UNC, D, SD
92) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

U'. MY ACADEMIC EXPERIENCES AND LEARNING AT THIS COLLEGE HAVE GIVEN ME THE SKILLS I WILL NEED AFTER COLLEGE.

93) As the item pertains to the regular semesters: SA, A, UNC, D, SD
94) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

95) THERE IS A DEFINITE SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN THE CURRICULUM FROM THE JANUARY WINTER TERM EXPERIENCE TO THE SPRING SEMESTER OF THE ACADEMIC YEAR.

a. Strongly Agree
b. Agree
c. Uncertain
d. Disagree
e. Strongly Disagree

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a. Strongly Agree
b. Agree
c. Uncertain
d. Disagree
e. Strongly Disagree

97) THE FACT THAT THIS COLLEGE OFFERED THE JANUARY WINTER TERM EXPERIENCE WAS A SIGNIFICANT FACTOR THAT AFFECTED MY DECISION TO COME HERE.

a. Strongly Agree
b. Agree
c. Uncertain
d. Disagree
e. Strongly Disagree

98) THE JANUARY WINTER TERM AT THIS COLLEGE SHOULD BE:

a. required b. recommended c. voluntary

99) MY ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS HIGHEST AT THE BEGINNING OF WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

100) MY ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS LOWEST AT THE BEGINNING OF WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

101) MY INVOLVEMENT IN DECISION-MAKING, ADMINISTRATION AND GOVERNANCE OF THIS COLLEGE IS HIGHEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

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a. Fall Semester b. January Winter Term c. Spring Semester

103) MY INVOLVEMENT IN THE SOCIAL AND RECREATIONAL ACTIVITIES PROVIDED BY OR AT THIS COLLEGE IS HIGHEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

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105) I RELY UPON AND UTILIZE THE RESOURCES OF THE LIBRARY OF THIS COLLEGE TO THE GREATEST EXTENT DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

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4-1-4 Conference Research Report
St. Petersburg, Florida

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On 4-1-4

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X. MY ACADEMIC EXPERIENCES AND LEARNING AT THIS COLLEGE HAVE ENABLED ME TO THINK MORE ANALYTICALLY AND CRITICALLY.

47) As the item pertains to the regular semesters: SA, A, UNC, D, SD
48) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

Y. I AM THREATENED AND APPREHENSIVE ABOUT ASSIGNMENTS OR COURSES WHOSE CONTENT AND METHODS ARE NOT SPECIFICALLY DEFINED AND OUTLINED FOR THE STUDENT.

49) As the item pertains to the regular semesters: SA, A, UNC, D, SD
50) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

Z. STUDENTS ARE FORMALLY INVOLVED IN THE DELIBERATION AND APPROVAL OF THE CURRICULUM AND INSTITUTIONAL POLICY DECISIONS.

51) As the item pertains to the regular semesters: SA, A, UNC, D, SD
52) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

A'. STUDENTS ARE FORMALLY INVOLVED IN THE ADMINISTRATION AND GOVERNANCE OF THE COLLEGE.

53) As the item pertains to the regular semesters: SA, A, UNC, D, SD
54) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

B'. STUDENTS AND FACULTY SEEM TO HAVE DEVELOPED AN "ANTI-INTELLECTUAL" BIAS IN WHICH "EXPERIENCES" BECOME PRIMARY INSTEAD OF CONTENT MATERIAL AND SPECIFIC INTELLECTUAL SKILLS.

55) As the item pertains to the regular semesters: SA, A, UNC, D, SD
56) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

C'. THERE SEEMS TO BE A MUCH HIGHER NUMBER OF STUDENTS AT THIS COLLEGE WHO "CATCH-FIRE" AND ARE TURNED-ON BY THEIR STUDIES THAN THERE ARE STUDENTS WHO "GOOF-OFF" AND TURN-OFF (OR ARE TURNED-OFF BY) THEIR STUDIES.

57) As the item pertains to the regular semesters: SA, A, UNC, D, SD
58) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

D'. MY STUDENTS PUSH ME TO THE LIMIT OF MY INTELLECTUAL CAPACITIES.

59) As the item pertains to the regular semesters: SA, A, UNC, D, SD
60) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

E'. THE DEPARTMENT IN WHICH I AM A FACULTY MEMBER ENCOURAGES STUDENT CREATIVITY.

61) As the item pertains to the regular semesters: SA, A, UNC, D, SD
62) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

F'. THIS COLLEGE DOES NOT ALLOW ME TO TEACH THE KINDS OF COURSES I WOULD LIKE TO TEACH.

63) As the item pertains to the regular semesters: SA, A, UNC, D, SD
64) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

G'. I HAVE TAUGHT COURSES THAT DUPLICATE MUCH OF WHAT I HAVE ALREADY TAUGHT OR COVERED IN OTHER COURSES.

65) As the item pertains to the regular semesters: SA, A, UNC, D, SD
66) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

H'. MOST STUDENTS IN THE COURSES I HAVE TAUGHT SEEM TO WANT TO THINK SERIOUSLY ABOUT THE ISSUES THAT I HAVE RAISED.

67) As the item pertains to the regular semesters: SA, A, UNC, D, SD
68) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

I'. I SPEND A LOT OF TIME DISCUSSING COURSE RELATED ISSUES WITH STUDENTS AND OTHER FACULTY MEMBERS OURSIDE OF CLASS.

69) As the item pertains to the regular semesters: SA, A, UNC, D, SD
70) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

J'. AS AN INSTRUCTOR I INVITE MY STUDENTS TO ASSIST ME IN PLANNING AND EVALUATING THE CONTENT, LEARNING ACTIVITIES, AND ORGANIZATION OF COURSES TAUGHT.

71) As the item pertains to the regular semesters: SA, A, UNC, D, SD
72) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

K'. MOST STUDENTS ARE WELL ABLE TO STRUCTURE THEIR OWN WORLD BY MANAGING THEIR OWN TIME, ENERGIES, AND ACTIVITIES.

73) As the item pertains to the regular semesters: SA, A, UNC, D, SD
74) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

L'. MOST STUDENTS EXPERIENCE CONSIDERABLE ACADEMIC STRESS AND ADVERSE ANXIETY ABOUT THEIR STUDIES.

75) As the item pertains to the regular semesters: SA, A, UNC, D, SD
76) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

M'. STUDENTS I TEACH REALLY WOULD NOT BENEFIT MUCH IF I WERE ABLE TO GET THEM OUT INTO THE COMMUNITY TO LEARN FIRST-HAND ABOUT SOME OF THE TOPICS CONSIDERED IN MY COURSES.

77) As the item pertains to the regular semesters: SA, A, UNC, D, SD
78) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

N'. I TRY TO RELATE MUCH OF WHAT I TEACH TO THE VOCATIONAL PURSUITS OF MY STUDENTS, EVEN THOUGH THE CONTENT OF THE COURSE MIGHT INVOLVE RATHER ABSTRACT THEORY.

79) As the item pertains to the regular semesters: SA, A, UNC, D, SD
80) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

O'. I HAVE BEEN ENCOURAGED BY COLLEGUES TO EXPERIMENT WITH NEW TEACHING METHODS AND LEARNING ACTIVITIES.

81) As the item pertains to the regular semesters: SA, A, UNC, D, SD
82) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

P'. LEARNING WOULD BE BETTER EMPHASIZED INSOME OF MY COURSES IF MORE TIME WAS SPENT IN INDIVIDUAL STUDY EFFORTS RATHER THAN IN THE CLASSROOM.

83) As the item pertains to the regular semesters: SA, A, UNC, D, SD
84) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

Q'. I MAINTAIN CLEARLY DEFINED CONTENT AND LEARNING OBJECTIVES FOR STUDENTS IN THE COURSES I TEACH.

85) As the item pertains to the regular semesters: SA, A, UNC, D, SD
86) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

R'. THE DEPARTMENT IN WHICH I AM A FACULTY MEMBER ENCOURAGES CREATIVITY OF THE FACULTY.

87) As the item pertains to the regular semesters: SA, A, UNC, D, SD
88) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

S'. MOST STUDENTS ARE PRIMARILY CONCERNED ABOUT GRADES IN THEIR COURSES.

89) As the item pertains to the regular semesters: SA, A, UNC, D, SD
90) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

T'. FELLOW FACULTY ARE PARTICULARLY ENTHUSED ABOUT AND EAGER TO SHARE WITH COLLEAGUES THE EXCEPTIONAL WORK AND PERFORMANCES OF THEIR STUDENTS.

91) As the item pertains to the regular semesters: SA, A, UNC, D, SD
92) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

U'. THE TEACHING INTERESTS AND EFFORTS OF FACULTY ARE FRUSTRATED BY THE NECESSITIES OF COMMITTEE WOEK, CURRICULUM PLANNING, AND INSTITUTIONAL SERVICE.

93) As the item pertains to the regular semesters: SA, A, UNC, D, SD
94) As the item pertains to the January Winter Term: SA, A, UNC, D, SD

95) THERE IS A DEFINITE SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN THE CURRICULUM FROM THE JANUARY WINTER TERM EXPERIENCE TO THE SPRING SEMESTER OF THE ACADEMIC YEAR.

a. Strongly Agree
b. Agree
c. Uncertain
d. Disagree
e. Strongly Disagree

96) THERE IS A DEFINITE SPILL-OVER OF EXPERIMENTATION AND INNOVATION IN INSTRUCTION AND LEARNING ACTIVITIES FROM THE JANUARY WINTER TERM EXPERIENCE TO THE SPRING SEMESTER OF THE ACADEMIC YEAR.

a. Strongly Agree
b. Agree
c. Uncertain
d. Disagree
e. Strongly Disagree

97) THE FACT THAT THIS COLLEGE OFFERED THE JANUARY WINTER TERM EXPERIENCE WAS A SIGNIFICANT FACTOR THAT AFFECTED MY DECISION TO COME HERE.

a. Strongly Agree
b. Agree
c. Uncertain
d. Disagree
e. Strongly Disagree

98) THE JANUARY WINTER TERM AT THIS COLLEGE SHOULD BE:

a. required b. recommended c. voluntary

99) MY ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS HIGHEST AT THE BEGINNING OF WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

100) MY ENTHUSIASM TO BEGIN STUDY AND "GET DOWN TO WORK" IS LOWEST AT THE BEGINNING OF WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

101) MY INVOLVEMENT IN DECISION-MAKING, ADMINISTRATION AND GOVERNANCE OF THIS COLLEGE IS HIGHEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

102) MY INVOLVEMENT IN DECISION-MAKING, ADMINISTRATION AND GOVERNANCE OF THIS COLLEGE IS LOWEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

103) MY INVOLVEMENT IN THE SOCIAL AND RECREATIONAL ACTIVITIES PROVIDED BY OR AT THIS COLLEGE IS HIGHEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

104) MY INVOLVEMENT IN THE SOCIAL AND RECREATIONAL ACTIVITIES PROVIDED BY OR AT THIS COLLEGE IS LOWEST DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

105) I RELY UPON AND UTILIZE THE RESOURCES OF THE LIBRARY OF THIS COLLEGE TO THE GREATEST EXTENT DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

106) I RELY UPON AND UTILIZE THE RESOURCES OF THE LIBRARY OF THIS COLLEGE TO THE LEAST EXTENT DURING WHICH OF THE FOLLOWING ACADEMIC TERMS:

a. Fall Semester b. January Winter Term c. Spring Semester

APPENDIX III

CONTACT LETTERS TO SAMPLES
AT PARTICIPATING INSTITUTIONS

February 1972

Dear Student:

Congratulations!! Along with a number of your peers here, you have been selected to participate in an important research project conducted by the "4-1-4 Conference" and funded by the Office of Education, of the Department of Health, Education and Welfare. As you may know, the "4-1-4 Conference" is an association of those institutions that operate under the academic calendar known as the 4-1-4 and thus emphasize the Interim Term (Winter Term) as a part of their curriculum. There has been very little research done to date about the effectiveness and success--or failures--of the Interim Term.

Through a complicated random selection process your name was included in a 10% sampling of students at this institution. While the 10% figure may be somewhat low, we are hoping that we can gain the cooperation and participation of all students, faculty, and administrators selected.

To that end, we are asking that you meet with other students who have been selected at the time, place, and date indicated at the bottom of this letter. At that time you will be given a questionnaire to complete. This form has been pre-tested to take approximately 20-25 minutes to complete. We are not asking you for more than perhaps one-half hour of your time altogether. There will be no identification of you personally with the form or our eventual findings. We want you to feel quite free to express yourself honestly and openly.

The findings of this form will be of special interest to your own institution and to other schools nationally, as they seek to evaluate curriculum. Because there are over 400 institutions currently operating under an Interim Term calendar, this study will have national recognition.

Thank you for your cooperation with this important project. If you have any questions about our effort, please contact the office listed below.

c/o P.O. Box 12600, St. Petersburg, Florida 33733

February 1972

Dear Student:

Congratulations!! Along with a number of your peers here, you have been selected to participate in an important research project conducted by the "4-1-4 Conference" and funded by the Office of Education, of the Department of Health, Education and Welfare. As you may know, the "4-1-4 Conference" is an association of those institutions that operate under the academic calendar known as the 4-1-4 and thus emphasize the Interim Term (Winter Term) as a part of their curriculum. There has been very little research done to date about the effectiveness and success--or failures--of the Interim Term.

Through a complicated random selection process your name was included in a 10% sampling of students at this institution. While the 10% figure may be somewhat low, we are hoping that we can gain the cooperation and participation of all students, faculty, and administrators selected.

To that end, we are asking that you meet with other students who have been selected at the time, place, and date indicated at the bottom of this letter. At that time you will be given a questionnaire to complete. This form has been pre-tested to take approximately 20-25 minutes to complete. We are not asking you for more than perhaps one-half hour of your time altogether. There will be no identification of you personally with the form or our eventual findings. We want you to feel quite free to express yourself honestly and openly.

The findings of this form will be of special interest to your own institution and to other schools nationally, as they seek to evaluate curriculum. Because there are over 400 institutions currently operating under an Interim Term calendar, this study will have national recognition.

Thank you for your cooperation with this important project. If you have any questions about our effort, please contact the office listed below.

P.O. Box 2000, St. Petersburg, Florida

February 1972

Dear Faculty and Administrators:

Along with a number of other members of the faculty and administration, you are being asked to participate in an important research project conducted by the "4-1-4 Conference" and funded by the Office of Education, of the Department of Health, Education and Welfare. As you may know, the "4-1-4 Conference" is an association of many of those institutions that operate under the academic calendar known as the 4-1-4 and thus emphasize the Interim Term or Winter Term as a part of their academic program. To date there has been very little research done about the effectiveness and success--or failures--of the Interim Term.

We are asking that 13 selected offices of the administration and some 25% of the teaching faculty complete a questionnaire form as one of the several phases of this research project. The other phases include the collection of various institutional data (which is in progress) and the administration of interview sessions with several persons from your institution. While the sample figures for the administrative offices and the faculty may be somewhat low, we are hoping that we can gain the cooperation and participation of all faculty, administrators, and students that are selected.

The form that you are asked to complete has been pre-tested to take approximately 20-25 minutes to complete. We are not asking for more than perhaps one-half hour of your time altogether. There will be no identification of you personally with the form or our eventual findings. We want you to feel quite free to express yourself honestly and openly. (The designation that you see at the top of your answer sheet is used only to identify the different samples of students, faculty, and administrators--"S," "F," or "A.")

The findings of this form will be of special interest to your own institution, and to other schools nationally, as they seek to evaluate their programs. Because there are over 400 institutions currently operating under an Interim Term calendar/curriculum this study will have national recognition.

Thank you for your cooperation with this important project. If you have any questions about our effort, please contact the office listed below. It is necessary that this portion of our research be completed within the next few days, so please complete the form promptly and return it to the appropriate office.

*Please use pencil, as the forms will be scored and coded by IBM data processing equipment.

APPENDIX IV

RESEARCH INSTRUMENT--PHASE III
INTERVIEW SCHEDULES

Section I: Questionnaire for Students, 4-1-4 Institutions

Section II: Questionnaire for Faculty, 4-1-4 Institutions

Section III: Questionnaire for Administrators, 4-1-4 Institutions

Section IV: Addendum Items for Students, Faculty, and Administrators, Non 4-1-4 Institutions

4-1-4 Conference Research Project
Interview Schedule

STUDENT SAMPLES: 4-1-4 Institutions

Institution: _____ Date: _____

Sample Group Constitution: _____

_____

_____

1. For what reasons did you decide to come to this college? Were you aware that the college had a 4-1-4 calendar and the winter term opportunity? What, if any, difference did this fact make to you in your decision?

   a) For what reasons do you then continue to remain at this college?

   b) What degree of disparity have you found between what you expected the 4-1-4 and winter term would be and what you have experienced at this college?

2. In what ways would you like to see the winter term changed at this college? In what ways does the college fail to maximize the winter term or fail to make better use of faculty, students, facilities, etc.?

3. If the 4-1-4 calendar and winter term suddenly were dropped from the curriculum at this college, what would be your reaction?

4. To what degree do you find yourself motivated academically after the Christmas holidays and you prepare yourself for the winter term? To what degree do you find yourself motivated academically after the completion of the winter term and you prepare yourself for the spring semester?

5. To what degree are you encouraged to utilize the Christmas holidays to prepare yourself for the winter term project?

   a) Do you get together with your professor before the holidays to map put strategy or consider assignments? Is this effective?

   b) Do you yourself utilize the holidays for such preparations?

6. To what degree has work done on a specific narrow topic during the winter term led to broad exploratory work for you in the regular semesters? Or perhaps such is reversed and broad exploratory work in the winter term has led to narrow specific investigations in the regular semesters?

7. To what degree does your role as student change during the winter term from what it is typically during the regular semesters?

8. To what degree does your work pattern--study, writing, research, preparations--change or differ during the winter term?

   a) Have you found that after having the winter term experience your work pattern was any different during the semesters?

   b) What degree or effort, time, and so forth do you spend-- have you spent--with your work during the winter term?...the semesters?

   c) What makes up the major component of your reading material during the winter term--textbooks, library sources, course paperbacks, non-related course paperbooks, journals, magazines, newspapers? Is this typical of your reading pattern for the other semesters as well?

9. Along the same line--to what extent do you feel that your experiences and attitudes have had a sort of "residual effect" or "spill over" from the winter term to the regular semesters? Do you find yourself doing things differently now, or feeling somehow different now, or having different interests now, as a result of having gone through the winter term?

   a) To what degree has the winter term influenced your academic plans?...your vocational or career plans?

10. To what degree did you find that campus community life (student life) differed in the winter term as opposed to the regular semesters?

11. What kind of rewards do you receive from your winter term experiences--academic, social, personal, other? Do you receive similar rewards during the regular semesters?

12. Finally, I would like you to express your opinions on the impact, if any, that you think winter term has had on the campus in terms of:

    a) Institutional Objectives:

    b) Academic Decision-Making and Governance of the Institution:

    c) Instructional Methods:

    d) Social and Recreational Activities:

    e) Relationships of Faculty, Students, and Administrators:

4-1-4 Conference Research Project
Interview Schedule

FACULTY SAMPLES: 4-1-4 Institutions

Institution: _____ Date: _____

Sample Group Constitution: _____

_____

_____

_____

1. For what reasons did you decide to come to this college? Were you aware that the college had a 4-1-4 calendar and the winter term opportunity? What, if any, difference did this fact make to you in your decision?

   a) For what reasons do you then continue to remain at this college?

   b) What degree of disparity have you found between what you expected the 4-1-4 and winter term would be and what you have experienced at this college?

2. In what ways would you like to see the winter term changed at this college? In what ways does the college fail to maximize the winter term or fail to make better use of faculty, students, facilities, etc.?

3. If the 4-1-4 calendar and winter term suddenly were dropped from the curriculum at this college, what would be your reaction?

4. To what degree do you find yourself motivated academically after the Christmas holidays and you prepare yourself for the winter term? To what degree do you find yourself motivated academically after the completion of the winter term and you prepare yourself for the spring semester?

5. To what degree do you encourage your students to utilize the Christmas holideys to prepare for the forthcoming winter term project?

   a) Do you get together with your students before the holidays to map out strategy or consider assignments? Is this effective?

   b) Do you yourself utilize the holidays for such preparation?

6. To what degree has work done on a specific narrow topic during the winter term led to broad exploratory work for you in the regular semesters? Or perhaps such is reversed and broad exploratory work in the winter term has led to narrow specific investigations in the regular semesters?

7. What direction or assistance do you feel is necessary for students during the winter term -- compared to the regular semesters?

8. To what degree does your role as faculty change during the winter term from what it is typically during the regular semesters?

9. To what degree does your work pattern--study, writing, research, preparations--change or differ during the winter term? Have you found that after having the winter term experience that your work pattern was any different during the semesters?

10. Along the same line--to what extent do you feel that your experiences and attitudes have had a sort of "residual effect" or "spill over" from the winter term to the regular semesters? Do you find yourself doing things differently now, or feeling somehow differently now, or having different interests now, as a result of having gone through the winter term?

11. To what degree did you find that campus community life differed in the winter term as opposed to the regular semesters?

12. Finally, I would like you to express your opinions on the impact, if any, that you think winter term has had on this campus in terms of:

a) Institutional Objectives:

b) Academic Decision-Making and Governance of the Institution:

c) Instructional Methods:

d) Social and Recreational Activities:

e) Relationships of Faculty, Students, and Administrators:

4-1-4 Conference Research Project
Interview Schedule

ADMINISTRATOR SAMPLES: _____

Institution: _____ Date: _____

1. For what reasons did you decide to come to this college? Were you aware that the college had a 4-1-4 calendar and the winter term opportunity? What, if any difference did this fact make to you in your decision?

   a) What degree of disparity have you found between what you expected the 4-1-4 and winter term would be and what you have experienced at this college?

2. In what ways would you like to see the winter term changed at this college? In what ways does the college fail to maximize the winter term or fail to make better use of faculty, students, facilities, etc.?

3. If the 4-1-4 calendar and winter term suddenly were dropped from the curriculum at this college, what would be your reaction?

4. To what degree does your role as ..... change during the winter term from what it is typically during the regular semesters?

5. To what degree does your work pattern or functions change or differ during the winter term? Have you found that after having the winter term experience that your work pattern was any different during the semesters? Have you had to adapt your office to fit the winter term in any way?

6. Along the same line, do faculty, students, and/or staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. To what degree and in what manner do faculty you meet who are considering an offer to this college mention the 4-1-4 and winter term program?

8. To what degree do you emphasize the 4-1-4 and winter term program as you travel and present the college to the public, to faculty, to professional meetings?

9. To what degree does the 4-1-4 and winter term program make a difference in faculty deciding to accept an offer to this college?

10. For what reasons are various courses added or dropped from your curriculum--can you tie this into the winter term experience at all?

11. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program at this college?

6. Along the same line, do faculty, students, and/or staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. To what degree and in what manner do students (and parents) you meet who are considering this college mention the 4-1-4 and winter term program?

8. To what degree does the 4-1-4 and winter term program make a difference in students deciding to accept admittance and enroll in this college?

9. To what degree do you emphasize the 4-1-4 and winter term program as you travel and present the college to the public, to prospective students, to professional meetings?

10. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program at this college?

2
Director of Business Affairs

6. Along the same line, do faculty, students, and/or staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. To what degree has the 4-1-4 and winter term affected the fiscal operations of the college--expenses, budget, etc.?

8. In what manner are charges for the winter term assessed? In what manner are items budgeted for the winter term? In what manner are faculty paid for winter term assignments?

9. To what degree has the 4-1-4 and winter term affected the financial situation and prospects at this college?

10. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program at this college?

6. Along the same line, do faculty, students, or/and staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. To what degree do you emphasize the 4-1-4 and winter term program as you travel and present the college to the public, to professional meetings?

8. To what degree does the 4-1-4 and winter term effect your efforts in development at this college? . . . effect your accomplishments?

9. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program at this college?

6. Along the same line, do faculty, students, and or/staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. I would like you to express your opinions on the impact, if any, that you think winter term has had on this campus in terms of:

   a) Institutional Objectives:

   b) Academic Decision-Making and Governance of the Institution:

   c) Instructional Methods:

   d) Social and Recreational Activities:

   e) Relationships of Faculty, Students, and Administrators:

8. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program at this college?

6. Along the same line, do faculty, students, and/or staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. Do you feel that you are more effective in your efforts and work during the winter term or during the regular semesters? Why?

8. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program at this college?

6. Along the same line, do faculty, students, and/or staff approach you with different kinds of problems and concerns during the winter term than during the regular semesters?

7. To what degree are you involved in the evaluation of the 4-1-4 and winter term program at this college?

8. To what degree has the 4-1-4 and winter term affected the college in its efforts to gather and collect institutional data--i.e. determining faculty load, student-faculty ratio, etc.?

9. Do you feel that you are more effective in your efforts and work during the winter term or during the regular semesters? Why?

10. Finally, what would be your opinion of the overall worth of the 4-1-4 and winter term program?

Addendum for Interview for Non 4-1-4 Institutions:

1. To what degree are you familiar with the concept of the Winter Term, Interim Term, or 4-1-4 calendar/curriculum?

2. Would you have any desire to consider the possibility of adopting a Winter Term program at your college?

3. What kinds of calendar or curriculum models or programs might you think your college should adopt or at least consider?

4. What problems or difficulties would you foresee in the event that your college was to adopt the 4-1-4 calendar and Winter Term concept?

5. Do you believe that there are particular institutions that are more suited to the adoption of the Winter Term program than are other institutions?

APPENDIX V

PHASE II: FREQUENCY DISTRIBUTIONS, ITEMS 1-94

FREQUENCY DISTRIBUTIONS

NOTE: The following charts give the distribution of responses to questionnaire items for each college sampled and the total responses of the 4-1-4 schools. Colleges X, Y, and Z were asked to respond to each item as it applied to the regular semesters and to the interim term.

Means were computed on a scale of 0-4, with Strongly Agree being "0", Strongly Disagree being "4".

T-tests were computed comparing 1) Regular Semesters vs. Interim Term for Colleges X, Y, and Z and the Total 4-1-4 schools, 2) Regular Semesters of College B (control school) vs. Regular Semesters of the Total 4-1-4 schools. Where the t-value proved significant, it is indicated on the horizontal line for each college, with the result of the control school vs. the total 4-1-4 schools indicated on the line of College B.

Abbreviations used:

RS = Regular Semesters
IT = Interim Term
SA = Strongly Agree
A = Agree
UNC = Uncertain
D = Disagree
SD = Strongly Disagree
$\bar{X}$ = Mean Response
Std. Dev. = Standard Deviation
Sig. t-value = Significant t-test

A. MOST COURSES OFFERED AT THIS COLLEGE ARE A REAL INTELLECTUAL CHALLENGE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	11	54	16	18	1	1.44	0.94	
	IT	117	11	41	24	21	3	1.64	1.02	
College Y	RS	90	1	39	34	23	2	1.85	0.87	
	IT	91	10	30	24	29	8	1.95	1.13	
College Z	RS	58	12	66	10	7	5	1.27	0.93	5.83**
	IT	58	2	21	33	28	17	2.36	1.06	
Total	RS	265	8	51	21	17	2	1.53	0.94	4.13**
4-1-4	IT	266	9	33	26	25	8	1.90	1.11	
College A	RS	69	17	51	19	1	3	1.14	0.85	
College B	RS	54	2	28	17	5	4	1.66	0.95	

B. THE ACADEMIC CURRICULUM SHOULD REFLECT STUDENT NEEDS AND INTERESTS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	68	30	2	1	0	0.36	0.58	
	IT	117	79	18	3	1	0	0.26	0.56	
College Y	RS	91	66	30	2	2	0	0.40	0.63	
	IT	91	71	25	2	1	0	0.32	0.56	
College Z	RS	57	56	35	9	0	0	0.53	0.65	
	IT	57	68	28	2	0	2	0.40	0.72	
Total	RS	265	65	31	3	1	0	0.40	0.60	1.99*
4-1-4	IT	265	74	23	2	1	0	0.30	0.55	
College A	RS	69	72	17	4	4	1	0.41	0.83	
College B	RS	56	63	34	0	4	0	0.45	0.70	

C. THE ACADEMIC CURRICULUM DOES REFLECT STUDENT NEEDS AND INTERESTS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	6	50	25	19	0	1.57	0.86	
	IT	116	15	44	27	14	1	1.42	0.94	
College Y	RS	91	0	38	32	29	1	1.93	0.84	4.28**
	IT	91	16	43	27	13	0	1.37	0.91	
College Z	RS	54	2	63	19	13	4	1.54	0.88	3.84**
	IT	55	0	31	27	27	15	2.26	1.05	
Total	RS	261	3	49	26	21	1	1.68	0.87	
4-1-4	IT	262	12	41	27	16	3	1.56	1.00	
College A	RS	67	25	36	22	12	4	1.33	1.10	
College B	RS	56	7	54	2	18	2	1.44	1.00	

D. THERE ARE NOT ENOUGH PROBLEM-ORIENTED, PRAGMATIC COURSES OFFERED.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	13	34	26	25	3	1.71	1.06	
	IT	117	13	23	28	29	7	1.94	1.14	
College Y	RS	91	9	30	27	31	3	1.89	1.03	
	IT	91	8	25	27	31	9	2.08	1.11	
College Z	RS	58	2	28	38	29	3	2.03	0.87	
	IT	57	9	42	19	26	4	1.74	1.06	
Total	RS	265	9	31	29	28	3	1.85	1.02	
4-1-4	IT	265	11	28	26	29	7	1.93	1.13	
College A	RS	68	21	29	31	16	3	1.51	1.08	
College B	RS	55	7	33	33	25	2	1.82	0.95	

E. STUDENTS SHOULD HAVE A CLEAR PATTERN OF REQUIRED COURSES LAID OUT FOR THEM BY THE COLLEGE SO THAT THEY DO NOT HAVE TO WORRY ABOUT WHAT COURSES TO TAKE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	7	9	9	31	44	2.96	1.23	2.47**
	IT	117	4	4	6	26	59	3.33	1.04	
College Y	RS	92	9	10	4	29	48	2.97	1.31	
	IT	92	7	3	4	26	60	3.29	1.14	
College Z	RS	56	9	20	11	30	30	2.52	1.33	
	IT	57	11	11	4	35	40	2.15	1.27	
Total	RS	265	8	12	8	30	43	2.87	1.30	3.29**
4-1-4	IT	266	6	5	5	28	55	3.22	1.14	
College A	RS	69	55	29	3	9	4	0.78	1.12	
College B	RS	55	13	20	9	29	29	2.41	1.41	2.34**

F. THE CURRICULUM IN MY MAJOR AREA OF INTEREST IS RELEVANT TO AN UNDERSTANDING OF AND SOLUTION TO CURRENT PROBLEMS IN SOCIETY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	18	38	22	14	8	1.56	1.17	
	IT	117	17	36	24	18	5	1.58	1.11	
College Y	RS	91	15	40	25	16	3	1.51	1.03	
	IT	91	20	40	25	13	2	1.37	1.00	
College Z	RS	56	20	32	18	27	4	1.63	1.18	
	IT	56	23	27	20	21	9	1.66	1.28	
Total	RS	264	17	38	22	17	5	1.54	1.11	
4-1-4	IT	264	19	35	23	17	5	1.53	1.13	
College A	RS	68	41	32	15	10	1	0.96	1.03	
College B	RS	53	28	38	15	17	2	1.27	1.10	

G. THE ACADEMIC CURRICULUM OF THE COLLEGE GENERALLY IS GEARED TO THE REALITIES AND PROBLEMS OF TODAY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	114	5	42	24	26	3	1.80	0.97	
	IT	114	9	39	24	25	4	1.74	1.04	
College Y	RS	89	6	39	18	35	2	1.88	1.02	
	IT	90	1	42	23	22	2	1.80	0.89	
College Z	RS	56	2	39	20	38	2	1.99	0.95	
	IT	56	4	45	18	30	4	1.85	1.01	
Total	RS	259	5	41	21	32	2	1.85	0.98	
4-1-4	IT	260	8	42	22	25	3	1.73	1.01	
College A	RS	69	17	41	20	20	1	1.46	1.03	
College B	RS	56	13	43	18	25	2	1.60	1.05	

H. STUDENTS SHOULD BE GIVEN COURSE CREDIT FOR NON-CLASSROOM FIELD WORK AND EXPERIENCES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	38	36	17	4	4	0.98	1.04	2.39*
	IT	117	51	36	8	4	1	0.68	0.86	
College Y	RS	91	32	46	12	5	4	1.02	1.00	2.52*
	IT	90	50	39	7	2	2	0.67	0.85	
College Z	RS	57	26	49	11	12	2	1.15	1.00	
	IT	57	32	56	5	5	2	0.89	0.86	
Total	RS	265	34	42	14	6	4	1.04	1.03	3.56**
4-1-4	IT	264	47	41	7	4	2	0.74	0.90	
College A	RS	69	49	35	7	7	1	0.74	0.94	
College B	RS	56	50	39	11	0	0	0.61	0.67	2.98**

I. STUDENT OPINION CONCERNING THE NEED FOR CURRICULAR CHANGE HAS BEEN SOUGHT AND CONSIDERED BY THE COLLEGE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	12	36	34	14	4	1.62	1.00	
	IT	116	10	29	37	16	7	1.80	1.06	
College Y	RS	90	10	44	17	14	14	1.77	1.23	
	IT	90	9	37	29	19	7	1.78	1.07	
College Z	RS	57	18	23	28	21	11	1.84	1.25	
	IT	57	18	35	21	14	12	1.67	1.26	
Total	RS	263	13	36	27	16	9	1.72	1.14	
4-1-4	IT	263	11	33	31	17	8	1.78	1.10	
College A	RS	69	25	22	33	13	7	1.55	1.19	
College B	RS	56	30	30	23	9	7	1.32	1.20	2.35*

J. STUDENTS WOULD LEARN MORE AND BETTER IN SOME COURSES IF MORE TIME WAS SPENT IN INDIVIDUAL STUDY EFFORTS RATHER THAN IN CLASSROOM WORK.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	22	41	25	11	1	1.28	0.96	2.91**
	IT	116	39	37	17	7	0	0.92	0.91	
College Y	RS	91	26	45	12	15	1	1.19	1.02	
	IT	92	42	36	12	9	1	0.91	0.99	
College Z	RS	56	20	43	18	14	5	1.41	1.10	
	IT	56	30	43	13	9	5	1.16	1.10	
Total 4-1-4	RS	263	23	43	19	13	2	1.28	1.02	3.40**
	IT	264	38	38	14	8	2	0.98	1.00	
College A	RS	69	33	33	14	17	1	1.18	1.11	
College B	RS	56	34	32	21	7	5	1.16	1.12	

K. SOME ADMINISTRATIVE PROCEDURE IS NEEDED TO ASSURE THAT THE COURSE ADEQUATELY COVERS ITS SUBJECT MATTER.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	15	40	16	24	5	1.64	1.14	
	IT	115	14	32	19	27	8	1.83	1.20	
College Y	RS	89	20	40	7	25	8	1.61	1.27	
	IT	92	24	35	9	23	10	1.60	1.33	
College Z	RS	57	25	37	12	25	2	1.42	1.17	
	IT	58	24	36	9	29	2	1.49	1.19	
Total 4-1-4	RS	261	19	39	12	25	5	1.58	1.19	
	IT	265	20	34	13	26	7	1.66	1.25	
College A	RS	69	30	41	14	13	1	1.13	1.02	
College B	RS	55	25	40	15	18	2	1.32	1.09	

L. THERE IS SUFFICIENT OPPORTUNITY AND ENCOURAGEMENT TO INTER-RELATE WHAT IS LEARNED IN SEVERAL DISCIPLINES, SO THAT AN INTEGRATED MULTIDISCIPLINARY APPROACH TO PROBLEMS CAN BE DEVELOPED.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	16	33	16	28	8	1.79	1.23	
	IT	116	16	26	26	25	8	1.83	1.20	
College Y	RS	92	13	45	24	17	1	1.48	0.95	2.00*
	IT	92	7	40	25	25	3	1.77	1.00	
College Z	RS	57	4	25	28	40	4	2.14	0.98	
	IT	57	7	25	28	30	11	2.12	1.13	
Total 4-1-4	RS	265	12	35	21	27	5	1.78	1.12	
	IT	265	11	31	26	26	7	1.87	1.12	
College A	RS	67	21	27	40	9	3	1.46	1.01	
College B	RS	56	7	20	32	30	11	2.18	1.09	2.43*

M. THE WAY IN WHICH MOST COURSES ARE TAUGHT MOTIVATES STUDENTS TO BECOME INVOLVED WITH THE MATERIALS SO THAT LEARNING BECOMES PERSONALLY MEANINGFUL TO THEM.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	6	27	34	28	5	1.99	0.99	4.23**
	IT	116	17	40	26	16	1	1.44	0.98	
College Y	RS	91	4	18	19	49	10	2.43	1.02	6.02**
	IT	92	22	33	23	21	2	1.48	1.10	
College Z	RS	57	2	28	16	47	7	2.29	1.01	
	IT	58	5	26	24	33	12	2.21	1.10	
Total	RS	264	5	24	25	39	7	2.19	1.03	6.12**
4-1-4	IT	266	16	34	24	21	4	1.62	1.11	
College A	RS	69	20	25	20	23	12	1.82	1.31	
College B	RS	56	5	18	21	46	9	2.36	1.04	

N. STUDENTS SHOULD HAVE THE FREEDOM TO PROGRAM MUCH MORE OF THEIR OWN CURRICULUM, EVEN IF THIS MEANS WORKING OUT APPROVED SELF-PREPARED COURSES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	36	32	15	13	4	1.17	1.17	2.77**
	IT	115	50	36	6	6	3	0.77	1.00	
College Y	RS	92	34	28	25	9	4	1.21	1.12	3.05**
	IT	92	50	35	9	3	3	0.74	0.95	
College Z	RS	57	26	28	11	33	2	1.57	1.24	2.25*
	IT	56	36	39	9	14	2	1.07	1.09	
Total	RS	264	33	30	17	16	4	1.28	1.19	4.52**
4-1-4	IT	263	47	36	8	7	3	0.84	1.03	
College A	RS	68	31	28	21	19	1	1.31	1.13	
College B	RS	56	38	23	14	21	4	1.30	1.27	

O. I HAVE BEEN ABLE TO SHARE IN MAKING DECISIONS CONCERNING THE CURRICULUM OF MY ACADEMIC DEPARTMENT OR DIVISION.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	17	17	8	28	29	2.35	1.48	
	IT	116	18	21	12	27	22	2.14	1.43	
College Y	RS	89	16	19	10	25	30	2.34	1.47	2.04*
	IT	88	23	30	7	18	23	1.88	1.51	
College Z	RS	55	16	24	4	27	29	2.29	1.49	
	IT	56	14	27	5	27	27	2.26	1.45	
Total	RS	260	17	19	8	27	30	2.33	1.49	1.99*
4-1-4	IT	260	19	25	9	24	23	2.07	1.47	
College A	RS	67	19	19	6	30	25	2.23	1.49	
College B	RS	53	21	36	15	15	13	1.63	1.31	3.16**

P. RELATIONSHIPS BETWEEN STUDENTS AND INSTRUCTORS AT THIS COLLEGE ARE ESSENTIALLY IMPERSONAL.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	113	2	19	13	43	22	2.64	1.10	
	IT	115	3	13	11	43	30	2.84	1.08	
College Y	RS	92	4	20	11	48	17	2.54	1.10	2.21*
	IT	91	4	11	8	45	32	2.90	1.09	
College Z	RS	57	2	11	9	54	25	2.88	0.96	
	IT	57	2	9	11	51	28	2.93	0.95	
Total 4-1-4	RS	262	3	18	11	47	21	2.65	1.07	2.45*
	IT	263	3	11	10	45	30	2.88	1.07	
College A	RS	69	13	26	19	30	12	2.02	1.24	
College B	RS	54	0	2	6	48	44	3.34	0.68	4.54**

Q. METHODS OF INSTRUCTION AT THIS COLLEGE DO NOT ALLOW FOR MUCH DISCUSSION AND REACTION BY STUDENTS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	114	1	8	9	54	29	3.00	0.91	
	IT	114	2	4	11	45	39	3.13	0.93	
College Y	RS	91	4	9	10	56	21	2.81	1.00	
	IT	91	1	3	10	45	41	3.22	0.82	
College Z	RS	57	0	25	14	53	9	2.45	0.97	3.01**
	IT	57	0	14	9	51	26	2.89	0.94	
Total 4-1-4	RS	262	2	12	10	54	22	2.82	0.97	3.52**
	IT	262	1	6	10	47	37	3.11	0.91	
College A	RS	68	10	12	13	43	22	2.55	1.23	
College B	RS	53	0	8	15	55	23	2.92	0.83	

R. THERE ARE MANY OPPORTUNITIES FOR INFORMAL EXCHANGE OF IDEAS BETWEEN STUDENTS AND FACULTY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	13	38	21	26	2	1.66	1.06	
	IT	117	24	38	22	15	1	1.31	1.02	
College Y	RS	91	12	41	11	33	3	1.74	1.13	2.93**
	IT	91	27	42	11	16	3	1.25	1.11	
College Z	RS	57	11	37	12	32	9	1.91	1.21	
	IT	56	14	34	16	30	5	1.77	1.17	
Total 4-1-4	RS	265	12	39	15	30	4	1.75	1.12	3.48**
	IT	264	23	38	17	19	3	1.41	1.12	
College A	RS	68	15	34	16	31	4	1.75	1.16	
College B	RS	55	33	45	11	7	4	1.04	1.03	4.32**

S. STUDENTS ARE MORE INTERESTED IN GETTING GOOD GRADES THAN IN LEARNING.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	3	19	34	39	4	2.22	0.91	
	IT	115	3	10	24	5	13	2.27	1.17	
College Y	RS	90	24	51	12	10	2	1.14	0.96	2.04*
	IT	90	22	40	13	19	6	1.47	1.19	
College Z	RS	56	16	57	14	13	0	1.24	0.87	2.18*
	IT	57	12	44	16	25	4	1.65	1.10	
Total 4-1-4	RS	261	13	38	22	23	3	1.64	1.07	3.66**
	IT	262	11	28	19	34	8	2.00	1.17	
College A	RS	69	33	39	10	12	6	1.19	1.19	
College B	RS	55	25	56	16	2	0	0.94	0.71	4.62**

T. I GENERALLY ENJOY GOING TO MY CLASSES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	19	51	11	15	3	1.31	1.04	
	IT	115	29	45	13	8	5	1.15	1.08	
College Y	RS	90	20	46	12	21	1	1.37	1.05	3.58**
	IT	90	41	40	12	7	0	0.85	0.88	
College Z	RS	55	22	58	5	13	2	1.15	0.97	
	IT	55	22	49	5	18	5	1.34	1.16	
Total 4-1-4	RS	262	20	51	10	17	2	1.71		
	IT	260	32	44	11	10	3	1.08	1.04	
College A	RS	69	35	42	7	13	3	1.07	1.10	
College B	RS	50	20	54	14	10	2	1.20	0.93	

U. IN GENERAL THE ATMOSPHERE OF LEARNING ACTIVITIES IS INTELLECTUALLY STIMULATING.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	10	56	18	11	5	1.45	0.98	
	IT	117	18	50	21	8	4	1.30	0.98	
College Y	RS	88	8	38	20	30	5	1.86	1.08	2.94**
	IT	88	16	48	17	18	1	1.40	0.98	
College Z	RS	56	7	43	23	23	4	1.74	1.01	
	IT	57	14	32	28	18	9	1.76	1.16	
Total 4-1-4	RS	261	9	47	20	20	5	1.65	1.05	2.40*
	IT	262	16	45	21	13	4	1.43	1.04	
College A	RS	69	26	32	19	16	7	1.46	1.22	
College B	RS	53	6	34	26	30	4	1.92	1.01	1.71*

V. SEVERAL OF MY LEARNING ACTIVITIES HAVE BEEN VALUABLE TO ME BECAUSE THEY HELPED ME TO DEVELOP MORE SELF-INSIGHT, DISCOVER NEW INTERESTS, AND RESULTED IN OTHER PERSONALLY SATISFYING OUTCOMES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	25	55	9	9	3	1.10	0.97	
	IT	116	33	50	10	5	2	0.93	0.90	
College Y	RS	88	31	42	14	13	1	1.11	1.02	2.11*
	IT	87	46	36	13	5	1	0.80	0.91	
College Z	RS	55	27	58	5	9	0	0.95	0.83	
	IT	55	25	51	9	7	7	1.19	1.10	
Total	RS	259	27	51	10	10	2	1.09	0.97	
4-1-4	IT	258	36	45	11	5	3	0.94	0.96	
College A	RS	69	42	43	6	4	4	0.83	1.00	
College B	RS	51	33	51	10	6	0	0.89	0.81	

W. MY ACADEMIC EXPERIENCES AND LEARNING AT THIS COLLEGE HAVE GIVEN ME A GREATER RESPECT FOR AND EXCITEMENT IN THE DISCOVERY OF TRUTH.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	19	34	31	12	4	1.48	1.05	
	IT	115	22	32	30	13	3	1.43	1.06	
College Y	RS	88	9	39	27	18	7	1.75	1.07	2.07*
	IT	87	21	37	29	8	6	1.41	1.09	
College Z	RS	54	15	43	24	17	2	1.48	1.00	
	IT	56	14	45	18	18	5	1.55	1.09	
Total	RS	258	15	37	28	15	5	1.58	1.09	
4-1-4	IT	258	20	36	27	12	4	1.43	1.07	
College A	RS	68	31	38	15	10	6	1.22	1.16	
College B	RS	50	20	42	26	10	2	1.32	0.96	

X. MY ACADEMIC EXPERIENCES AND LEARNING AT THIS COLLEGE HAVE ENABLED ME TO THINK MORE ANALYTICALLY AND CRITICALLY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	23	62	8	7	1	1.01	0.83	
	IT	115	23	54	14	8	2	1.12	0.92	
College Y	RS	87	14	53	21	13	0	1.32	0.87	
	IT	86	23	49	16	12	0	1.47	0.92	
College Z	RS	54	26	48	9	15	2	1.19	1.04	
	IT	55	20	38	9	27	5	1.58	1.23	
Total	RS	256	20	56	13	11	1	1.17	0.91	
4-1-4	IT	256	22	49	14	13	2	1.24	1.00	
College A	RS	68	25	50	13	7	4	1.14	1.00	
College B	RS	49	14	59	20	4	2	1.20	0.80	

Y. I AM THREATENED AND APPREHENSIVE ABOUT ASSIGNMENTS OR COURSES WHOSE CONTENT AND METHODS ARE NOT SPECIFICALLY DEFINED AND OUTLINED FOR THE STUDENT.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	114	9	19	17	42	13	2.31	1.18	
	IT	115	9	13	15	44	19	2.51	1.19	
College Y	RS	87	9	26	16	30	18	2.22	1.27	
	IT	87	8	20	16	39	17	2.37	1.20	
College Z	RS	54	11	30	19	35	6	1.95	1.14	
	IT	55	16	24	22	31	7	1.89	1.20	
Total	RS	255	9	24	17	36	13	2.20	1.20	
4-1-4	IT	257	10	18	17	40	16	2.33	1.23	
College A	RS	69	26	28	14	25	7	1.59	1.30	
College B	RS	49	14	27	20	27	12	1.96	1.25	

Z. STUDENT ARE FORMALLY INVOLVED IN THE DELIBERATION AND APPROVAL OF THE CURRICULUM AND INSTITUTIONAL POLICY DECISIONS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	7	32	25	27	9	1.99	1.10	
	IT	116	7	28	28	28	9	2.04	1.09	
College Y	RS	92	12	28	21	22	17	2.04	1.28	
	IT	91	10	29	25	22	14	2.01	1.21	
College Z	RS	58	5	16	26	36	17	2.44	1.10	
	IT	57	4	12	32	32	21	2.53	1.07	
Total	RS	265	8	27	24	27	14	2.12	1.18	
4-1-4	IT	264	7	25	28	27	14	2.15	1.16	
College A	RS	69	7	32	28	25	9	1.97	1.09	
College B	RS	55	7	47	22	16	7	1.68	1.05	2.55*

A'. STUDENTS ARE FORMALLY INVOLVED IN THE ADMINISTRATION AND GOVERNANCE OF THE COLLEGE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	4	35	18	34	9	2.09	1.10	
	IT	115	3	33	25	29	1	1.91	0.92	
College Y	RS	90	9	32	18	29	12	2.03	1.20	
	IT	90	7	31	19	30	13	2.11	1.18	
College Z	RS	57	2	37	16	33	12	2.16	1.11	
	IT	58	0	34	17	31	17	2.31	1.12	
Total	RS	262	5	34	18	32	11	2.10	1.13	
4-1-4	IT	263	4	33	21	30	13	2.14	1.14	
College A	RS	68	21	47	16	15	1	1.28	0.99	
College B	RS	55	15	51	11	20	4	1.47	1.09	3.77**

B'. STUDENTS AND FACULTY SEEM TO HAVE DEVELOPED AN "ANTI-INTELLECTUAL" BIAS IN WHICH "EXPERIENCES" BECOME PRIMARY INSTEAD OF CONTENT MATERIAL AND SPECIFIC INTELLECTUAL SKILLS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	6	15	27	44	8	2.33	1.02	
	IT	114	11	14	31	38	7	2.15	1.11	
College Y	RS	92	8	21	30	37	4	2.08	1.02	
	IT	91	5	18	37	36	3	2.14	0.92	
College Z	RS	56	4	4	36	45	12	2.56	0.90	2.02*
	IT	56	9	11	39	34	7	2.19	1.02	
Total 4-1-4	RS	263	6	14	30	42	8	2.32	1.00	
	IT	261	8	15	35	36	6	2.17	1.02	
College A	RS	69	7	20	43	26	3	1.97	0.94	
College B	RS	55	4	25	40	29	2	2.00	0.88	2.19*

C'. THERE SEEMS TO BE A MUCH HIGHER NUMBER OF STUDENTS AT THIS COLLEGE WHO "CATCH FIRE" AND ARE TURNED-ON BY THEIR STUDIES THAN THERE ARE STUDENTS WHO "GOOF OFF" AND TURN-OFF (OR ARE TURNED-OFF BY) THEIR STUDIES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	4	21	40	22	14	2.20	1.06	2.47*
	IT	116	12	27	34	16	10	1.84	1.15	
College Y	RS	90	1	6	29	41	23	2.79	0.90	
	IT	90	4	13	23	40	19	2.57	1.07	
College Z	RS	57	5	23	28	28	16	2.27	1.13	
	IT	57	2	19	28	26	25	2.53	1.11	
Total 4-1-4	RS	263	3	26	33	30	17	2.42	1.05	
	IT	263	7	21	29	27	16	2.24	1.16	
College A	RS	69	17	22	25	23	13	1.93	1.28	
College B	RS	56	4	14	9	45	29	2.80	1.11	2.43*

D'. MY INSTRUCTORS PUSH ME TO THE LIMIT OF MY INTELLECTUAL CAPACITIES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	2	14	9	60	15	2.72	0.95	
	IT	115	2	16	19	47	17	2.60	1.01	
College Y	RS	89	1	13	17	52	17	2.71	0.93	
	IT	88	7	16	17	45	15	2.45	1.13	
College Z	RS	55	2	15	20	55	9	2.53	0.92	
	IT	55	2	7	18	58	15	2.77	0.86	
Total 4-1-4	RS	260	2	14	14	56	14	2.66	0.95	
	IT	258	3	14	18	49	16	2.61	1.00	
College A	RS	67	13	12	9	46	19	2.46	1.29	
College B	RS	52	4	12	8	60	17	2.73	1.00	

E'. THE DEPARTMENT IN WHICH I AM PREPARING MY MAJOR REWARDS STUDENT CREATIVITY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	113	14	44	25	15	2	1.47	0.97	
	IT	113	22	35	31	10	2	1.35	0.99	
College Y	RS	91	14	33	30	18	5	1.67	1.08	2.19*
	IT	90	26	33	27	11	3	1.32	1.06	
College Z	RS	55	11	36	20	29	4	1.79	1.10	
	IT	55	13	33	24	24	7	1.79	1.14	
Total 4-1-4	RS	259	14	39	25	19	3	1.58	1.04	
	IT	258	21	34	28	13	3	1.42	1.06	
College A	RS	68	28	38	18	10	6	1.28	1.15	
College B	RS	52	17	37	27	15	4	1.52	1.06	

F'. THIS COLLEGE DOES NOT PROVIDE ME WITH ENOUGH OF THE KINDS OF COURSES I WOULD LIKE TO TAKE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	18	37	12	19	13	1.71	1.32	
	IT	115	22	23	12	23	19	1.93	1.46	
College Y	RS	90	31	23	12	32	12	1.59	1.42	
	IT	89	30	27	11	17	15	1.60	1.44	
College Z	RS	56	23	25	9	39	4	1.76	1.29	
	IT	55	29	31	7	29	4	1.48	1.28	
Total 4-1-4	RS	261	24	30	11	24	11	1.68	1.35	
	IT	259	26	26	11	22	14	1.71	1.42	
College A	RS	69	23	17	16	29	14	1.93	1.41	
College B	RS	51	29	18	4	29	20	1.93	1.55	

G'. I HAVE TAKEN COURSES THAT DUPLICATE MUCH OF WHAT I HAVE ALREADY BEEN TAUGHT OR HAVE COVERED IN OTHER COURSES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	4	19	10	53	14	2.54	1.07	3.03**
	IT	116	3	7	9	52	28	2.95	0.98	
College Y	RS	91	14	27	8	42	9	2.06	1.26	3.43**
	IT	90	6	13	9	52	20	2.67	1.11	
College Z	RS	55	9	27	11	47	5	2.12	1.14	
	IT	55	7	13	15	49	16	2.54	1.11	
Total 4-1-4	RS	262	9	24	10	48	10	2.25	1.19	5.22**
	IT	261	5	10	10	51	23	2.77	1.08	
College A	RS	65	23	32	8	34	3	1.62	1.24	
College B	RS	52	15	21	10	46	8	2.11	1.25	

H'. MOST STUDENTS IN THE COURSES I HAVE TAKEN SEEM TO WANT TO THINK SERIOUSLY ABOUT THE ISSUES THAT THE PROFESSORS RAISE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	7	51	24	16	3	1.57	0.94	
	IT	115	12	52	24	9	3	1.39	0.91	
College Y	RS	90	3	44	24	26	2	1.79	0.94	3.59**
	IT	89	13	56	18	11	1	1.30	0.87	
College Z	RS	55	5	55	16	22	2	1.61	0.94	
	IT	55	9	55	20	11	5	1.48	0.97	
Total	RS	261	5	49	23	20	2	1.64	0.93	3.19**
4-1-4	IT	259	12	54	21	10	3	1.38	0.92	
College A	RS	66	17	35	20	24	5	1.65	1.15	
College B	RS	52	8	37	23	27	6	1.86	1.08	

I'. I SPEND A LOT OF TIME DISCUSSING COURSE RELATED ISSUES WITH OTHER STUDENTS AND FACULTY MEMBERS OUTSIDE OF CLASS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	9	47	10	28	5	1.72	1.13	
	IT	115	18	43	15	17	6	1.49	1.15	
College Y	RS	91	9	41	7	38	5	1.89	1.15	2.37*
	IT	90	17	47	9	24	3	1.49	1.11	
College Z	RS	54	6	50	6	35	4	1.81	1.10	
	IT	56	4	50	4	29	14	1.99	1.22	
Total	RS	261	8	46	8	33	5	1.81	1.13	2.07*
4-1-4	IT	261	15	46	10	22	7	1.60	1.18	
College A	RS	66	9	42	14	29	6	1.81	1.13	
College B	RS	52	15	50	10	21	4	1.49	1.10	

J'. I HAVE BEEN IN CLASSES WHERE THE INSTRUCTOR INVITED HIS STUDENTS TO ASSIST HIM IN PLANNING AND EVALUATING THE CONTENT, LEARNING ACTIVITIES, AND ORGANIZATION OF COURSES TAUGHT.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	11	53	9	20	7	1.59	1.13	
	IT	115	17	41	10	27	6	1.64	1.21	
College Y	RS	90	14	46	10	21	9	1.65	1.21	
	IT	89	19	43	10	24	4	1.51	1.16	
College Z	RS	58	7	21	7	36	19	2.29	1.27	
	IT	56	11	30	9	27	23	2.21	1.37	
Total	RS	264	11	45	9	24	10	1.76	1.23	
4-1-4	IT	260	16	39	10	26	9	1.73	1.25	
College A	RS	65	11	37	5	29	18	2.06	1.34	
College B	RS	52	17	44	13	21	4	1.50	1.12	

K'. I AM WELL ABLE TO STRUCTURE MY OWN WORLD BY MANAGING MY TIME, ENERGIES AND ACTIVITIES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	22	37	18	15	8	1.50	1.21	
	IT	116	26	43	16	8	8	1.29	1.17	
College Y	RS	88	25	39	10	22	5	1.43	1.22	
	IT	89	31	40	11	11	6	1.20	1.17	
College Z	RS	57	16	51	18	12	4	1.37	1.02	
	IT	58	17	48	14	17	3	1.40	1.05	
Total	RS	261	22	41	15	16	6	1.43	1.17	
4-1-4	IT	263	26	43	14	11	6	1.28	1.14	
College A	RS	64	22	38	20	17	3	1.41	1.10	
College B	RS	53	28	38	6	21	8	1.43	1.30	

L'. I EXPERIENCE CONSIDERABLE ACADEMIC STRESS AND ADVERSE ANXIETY ABOUT MY STUDIES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	117	11	33	22	26	7	1.84	1.15	3.28**
	IT	117	7	20	20	39	15	2.34	1.17	
College Y	RS	91	3	26	19	45	7	2.27	1.01	2.48*
	IT	90	1	14	16	60	9	2.62	0.87	
College Z	RS	57	12	35	19	30	4	1.79	1.11	3.80**
	IT	57	5	14	21	33	26	2.61	1.17	
Total	RS	265	9	31	20	34	6	1.97	1.11	5.22**
4-1-4	IT	264	5	17	19	45	15	2.47	1.09	
College A	RS	65	20	38	15	23	3	1.50	1.14	
College B	RS	55	15	18	18	44	5	2.06	1.19	

M'. (Students) THE PREREQUISITIES THAT DEPARTMENTS ESTABLISH FOR THEIR COURSES PREVENT ME FROM TAKING COURSES I WOULD LIKT TO HAVE AND FEEL I COULD HANDLE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	88	13	19	20	38	10	2.13	1.21	
	IT	90	8	18	17	42	16	2.39	1.18	
College Y	RS	69	23	32	16	26	3	1.54	1.18	
	IT	67	18	19	18	42	3	1.93	1.20	
College Z	RS	35	17	34	17	26	6	1.70	1.19	
	IT	36	11	31	19	28	11	1.97	1.21	
Total	RS	192	17	27	18	31	7	1.84	1.23	2.41*
4-1-4	IT	193	12	21	18	39	10	2.14	1.21	
College A	RS	51	16	27	35	18	4	1.67	1.07	
College B	RS	31	32	42	3	13	10	1.27	1.30	2.36*

M'. (Faculty) STUDENTS I TEACH REALLY WOULD NOT BENEFIT MUCH IF I WERE ABLE TO GET THEM OUT INTO THE COMMUNITY TO LEARN FIRST-HAND ABOUT SOME OF THE TOPICS CONSIDERED IN MY COURSES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	12	23	15	23	27	2.30	1.38	
	IT	25	8	12	28	28	24	2.48	1.20	
College Y	RS	22	14	36	0	18	32	2.18	1.53	
	IT	22	9	23	0	32	36	2.63	1.40	
College Z	RS	19	16	11	16	58	0	2.14	1.15	
	IT	19	16	11	16	53	5	2.19	1.20	
Total 4-1-4	RS	67	13	24	10	31	21	2.23	1.37	
	IT	66	11	15	15	36	23	2.45	1.29	
College A	RS	14	0	21	14	50	14	2.57	0.98	
College B	RS	20	5	10	10	35	40	2.95	1.16	2.11*

N'. LEARNING SKILLS THAT CAN DIRECTLY BE APPLIED TO A VOCATION OR JOB ARE MORE IMPORTANT TO ME THAN ACQUIRING A BROAD CULTURAL EDUCATION.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	116	4	19	25	40	12	2.37	1.04	
	IT	116	5	22	18	40	16	2.39	1.14	
College Y	RS	90	19	22	19	31	9	1.89	1.28	
	IT	89	19	16	25	33	8	1.95	1.24	
College Z	RS	55	16	27	15	33	9	1.92	1.26	
	IT	55	18	27	15	31	9	1.86	1.28	
Total 4-1-4	RS	261	12	22	21	35	10	2.09	1.20	
	IT	260	13	21	20	35	12	2.11	1.24	
College A	RS	64	22	31	14	17	16	1.74	1.39	
College B	RS	52	23	31	10	29	8	1.68	1.31	

O'. (Students) I WOULD WELCOME THE OPPORTUNITY TO TAKE A PARTICULAR COURSE SOLELY BECAUSE I UNDERSTOOD THAT IT WAS EASY TO MAKE A GOOD GRADE OR BECAUSE REQUIREMENTS WERE NOT DEMANDING.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	90	4	16	13	51	16	2.59	1.06	
	IT	91	3	9	16	51	21	2.78	0.97	
College Y	RS	68	15	16	15	34	21	2.29	1.36	
	IT	67	10	12	16	31	30	2.59	1.31	
College Z	RS	36	8	14	19	47	11	2.39	1.11	
	IT	35	11	14	17	40	17	2.38	1.24	
Total 4-1-4	RS	194	9	15	15	44	16	2.43	1.20	
	IT	193	7	11	17	42	23	2.63	1.15	
College A	RS	47	11	11	23	40	15	2.37	1.19	
College B	RS	31	10	32	23	29	6	1.89	1.11	2.34*

O'. (Faculty) I HAVE BEEN ENCOURAGED BY COLLEAGUES TO EXPERIMENT WITH NEW TEACHING METHODS AND LEARNING ACTIVITIES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	31	50	8	12	0	1.00	0.93	
	IT	25	40	44	8	8	0	0.84	0.88	
College Y	RS	23	17	30	9	30	13	1.91	1.36	
	IT	23	26	26	13	26	9	1.66	1.34	
College Z	RS	19	11	47	16	16	11	1.69	1.18	
	IT	19	16	42	16	16	11	1.64	1.23	
Total	RS	68	21	43	10	19	7	1.48	1.21	
4-1-4	IT	67	28	37	12	16	6	1.34	1.22	
College A	RS	14	14	57	14	14	0	1.28	0.88	
College B	RS	21	14	52	10	14	10	1.54	1.18	

P'. (Students) MOST OF MY INSTRUCTORS HAVE MADE THEMSELVES AVAILABLE FOR ADDITIONAL HELP TO STUDENTS WHEN REQUESTED.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	91	18	66	7	10	0	1.08	0.81	
	IT	92	28	50	13	9	0	1.03	0.87	
College Y	RS	67	31	57	7	4	0	0.83	0.73	
	IT	68	50	41	6	3	0	0.62	0.73	
College Z	RS	36	33	50	3	14	0	0.98	0.95	
	IT	36	22	50	14	11	3	1.23	1.00	
Total	RS	194	25	60	6	9	0	0.99	0.81	
4-1-4	IT	196	35	47	11	7	1	0.93	0.90	
College A	RS	48	31	50	10	4	4	0.98	0.97	
College B	RS	31	55	42	0	0	3	0.54	0.78	

P'. (Faculty) LEARNING WOULD BE BETTER EMPHASIZED IN SOME OF MY COURSES IF MORE TIME WAS SPENT IN INDIVIDUAL STUDY EFFORTS RATHER THAN IN THE CLASSROOM.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	12	35	15	35	4	1.84	1.14	
	IT	25	12	32	16	32	8	1.92	1.21	
College Y	RS	23	26	35	13	17	9	1.48	1.28	
	IT	21	29	38	19	10	5	1.24	1.13	
College Z	RS	19	11	21	32	21	16	2.09	1.23	
	IT	19	16	16	32	21	16	2.04	1.29	
Total	RS	68	16	31	19	25	9	1.80	1.23	
4-1-4	IT	65	18	29	22	22	9	1.75	1.23	
College A	RS	14	21	21	29	29	0	1.66	1.10	
College B	RS	21	10	43	24	19	5	1.66	1.05	

Q'. (Students) MOST OF MY INSTRUCTORS HAVE NOT TAKEN THEIR TEACHING RESPONSIBILITY SERIOUSLY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	90	1	2	19	52	26	3.00	0.78	
	IT	90	2	3	14	48	32	3.06	0.87	
College Y	RS	67	0	6	9	42	43	3.22	0.84	
	IT	66	2	6	5	42	45	3.22	0.93	
College Z	RS	37	0	8	8	51	32	3.08	0.85	
	IT	37	0	8	16	43	32	3.00	0.89	
Total	RS	194	1	5	13	48	33	3.07	0.86	
4-1-4	IT	193	2	5	11	45	37	3.10	0.92	
College A	RS	48	19	23	8	33	17	2.06	1.41	
College B	RS	31	0	13	3	35	48	3.19	1.00	

Q'. (Faculty) I MAINTAIN CLEARLY DEFINED CONTENT AND LEARNING OBJECTIVES FOR STUDENTS IN THE COURSES I TEACH.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	27	46	19	8	0	1.08	0.88	
	IT	25	16	64	12	4	4	1.16	0.88	
College Y	RS	24	25	46	8	21	0	1.25	1.05	
	IT	23	17	43	13	26	0	1.48	1.06	
College Z	RS	19	32	42	16	11	0	1.05	0.95	
	IT	19	26	47	16	11	0	1.12	0.92	
Total	RS	69	28	45	14	13	0	1.12	0.96	
4-1-4	IT	67	19	52	13	13	1	1.23	0.94	
College A	RS	14	43	43	14	0	0	0.71	0.70	
College B	RS	21	19	67	5	5	5	1.10	0.93	

R'. (Students) THE CONTENT IN MOST OF THE COURSES I HAVE TAKEN IS SO NARROWLY TAUGHT THAT IT IS DIFFICULT TO RELATE THIS KNOWLEDGE TO COURSES IN OTHER AREAS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	88	0	8	19	61	11	2.75	0.78	
	IT	89	1	11	18	56	13	2.69	0.89	
College Y	RS	68	1	13	15	57	13	2.68	0.91	
	IT	67	3	9	15	51	22	2.80	0.97	
College Z	RS	37	0	38	5	49	8	2.27	1.05	
	IT	36	8	17	14	50	11	2.39	1.13	
Total	RS	193	1	16	15	58	11	2.61	0.92	
4-1-4	IT	192	3	11	16	53	16	2.68	0.98	
College A	RS	48	17	25	23	27	8	1.84	1.22	
College B	RS	29	3	14	7	45	31	2.67	1.09	

R'. (Faculty) THE DEPARTMENT IN WHICH I AM A FACULTY MEMBER ENCOURAGES CREATIVITY OF THE FACULTY.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	15	65	12	8	0	1.13	0.76	
	IT	25	28	56	12	4	0	0.92	0.74	
College Y	RS	23	48	26	9	13	4	0.99	1.20	
	IT	22	50	18	14	14	5	1.06	1.28	
College Z	RS	19	21	58	11	5	5	1.15	0.97	
	IT	19	26	53	11	0	11	1.17	1.15	
Total 4-1-4	RS	68	28	50	10	9	3	1.09	1.00	
	IT	66	35	42	12	6	5	1.04	1.07	
College A	RS	14	36	36	21	0	7	1.06	1.09	
College B	RS	21	24	43	10	19	5	1.38	1.18	

S'. MOST STUDENTS ARE PRIMARILY CONCERNED ABOUT GRADES IN THEIR COURSES.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	115	1	23	30	46	1	2.22	0.86	2.33*
	IT	116	1	14	28	47	9	2.49	0.89	
College Y	RS	91	24	51	12	12	1	1.15	0.95	
	IT	90	21	40	16	20	3	1.44	1.11	
College Z	RS	56	25	55	11	9	0	1.04	0.84	3.64**
	IT	55	11	42	15	27	5	1.73	1.12	
Total 4-1-4	RS	262	14	39	19	26	1	1.60	1.05	4.08**
	IT	261	10	29	21	34	7	1.99	1.13	
College A	RS	62	50	29	16	3	2	0.78	0.95	
College B	RS	53	40	43	9	6	2	0.87	0.94	5.01**

T'. (Students) MY INSTRUCTORS HAVE AROUSED MY INTEREST IN THEIR SUBJECT TO THE POINT THAT I HAVE READ MATERIAL BEYOND REQUIREMENTS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	90	4	49	13	30	3	1.78	1.03	2.11*
	IT	91	14	53	11	18	4	1.45	1.06	
College Y	RS	67	1	39	16	39	4	2.06	0.99	2.63**
	IT	67	12	49	10	24	4	1.58	1.10	
College Z	RS	37	3	30	3	57	8	2.36	1.09	
	IT	35	3	26	3	51	17	2.53	1.13	
Total 4-1-4	RS	194	3	42	12	38	5	2.00	1.05	2.56*
	IT	193	11	47	9	26	7	1.71	1.17	
College A	RS	45	13	31	4	38	13	2.07	1.32	
College B	RS	29	0	41	21	34	3	1.98	0.95	

T'. (Faculty) FELLOW FACULTY ARE PARTICULARLY ENTHUSED ABOUT AND EAGER TO SHARE WITH COLLEAGUES THE EXCEPTIONAL WORK AND PERFORMANCES OF THEIR STUDENTS.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	8	50	19	23	0	1.51	0.93	
	IT	25	24	40	20	16	0	1.28	1.00	
College Y	RS	23	0	57	30	13	0	1.56	0.71	
	IT	22	5	59	27	9	0	1.40	0.72	
College Z	RS	20	15	45	20	20	0	1.45	0.97	
	IT	21	14	43	24	14	5	1.53	1.05	
Total 4-1-4	RS	69	7	51	23	19	0	1.54	0.87	
	IT	68	15	47	24	13	1	1.38	0.92	
College A	RS	14	7	64	29	0	0	1.22	0.56	
College B	RS	22	9	32	18	41	0	1.91	1.04	

U'. (Students) MY ACADEMIC EXPERIENCES AND LEARNING AT THIS COLLEGE HAVE GIVEN ME THE SKILLS I WILL NEED AFTER COLLEGE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	90	4	22	30	31	12	2.25	1.06	
	IT	91	4	20	33	32	11	2.26	1.02	
College Y	RS	67	7	19	33	27	13	2.20	1.11	
	IT	67	12	21	34	22	10	1.96	1.16	
College Z	RS	36	6	22	44	19	8	2.01	0.98	
	IT	38	5	13	32	37	13	2.40	1.02	
Total 4-1-4	RS	193	6	21	34	27	12	2.18	1.08	
	IT	196	7	19	33	30	11	2.19	1.08	
College A	RS	48	25	33	25	10	6	1.38	1.14	
College B	RS	30	13	23	47	7	10	1.78	1.08	

U'. (Faculty) THE TEACHING INTERESTS AND EFFORTS OF FACULTY ARE FRUSTRATED BY THE NECESSITIES OF COMMITTEE WORK, CURRICULUM PLANNING, AND INSTITUTIONAL SERVICE.

		Total N	SA %	A %	UNC %	D %	SD %	$\bar{X}$	Std. Dev.	Sig. t-value
College X	RS	26	35	31	23	12	0	1.11	1.02	2.70**
	IT	25	20	16	20	28	16	2.04	1.37	
College Y	RS	24	29	38	8	21	4	1.33	1.21	
	IT	23	30	35	9	17	9	1.40	1.31	
College Z	RS	20	10	40	20	25	5	1.75	1.09	
	IT	19	11	32	11	37	11	2.04	1.25	
Total 4-1-4	RS	70	26	36	17	19	3	1.37	1.14	2.09*
	IT	67	21	27	13	27	12	1.82	1.35	
College A	RS	14	7	7	21	50	14	2.57	1.05	
College B	RS	23	4	30	17	35	13	2.23	1.14	3.10**

APPENDIX VI

CHI SQUARE DISTRIBUTIONS FOR 18 ITEMS WITH SIGNIFICANT DIFFERENCES --- REGULAR SEMESTERS VERSUS INTERIM TERM

ITEM A. MOST COURSES OFFERED AT THIS COLLEGE ARE A REAL INTELLECTUAL CHALLENGE:

	SA	A	UNC	D	SD	
Regular Semesters	21 (22)	136 (111)	56 (62)	46 (56)	6 (13)	265
Interim Term	23 (22)	87 (112)	69 (63)	67 (57)	20 (13)	266
	44	223	125	113	26	531

Chi Square = 23.649. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM C. THE ACADEMIC CURRICULUM DOES REFLECT STUDENT NEEDS AND INTERESTS:

	SA	A	UNC	D	SD	
Regular Semesters	8 (20)	127 (117)	68 (69)	55 (49)	3 (6)	261
Interim Term	32 (20)	107 (117)	71 (70)	43 (49)	9 (6)	262
	40	234	139	98	12	523

Chi Square = 20.642. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM E. STUDENTS SHOULD HAVE A CLEAR PATTERN OF REQUIRED COURSES LAID OUT FOR THEM BY THE COLLEGE SO THAT THEY DO NOT HAVE TO WORRY ABOUT WHAT COURSES TO TAKE:

	SA	A	UNC	D	SD	
Regular Semesters	21 (19)	31 (22)	20 (16)	80 (77)	113 (129)	265
Interim Term	17 (19)	14 (23)	13 (17)	75 (78)	147 (130)	266
	38	45	33	155	260	531

Chi Square = 12.934. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM H. STUDENTS SHOULD BE GIVEN COURSE CREDIT FOR NON-CLASSROMM FIELD WORK AND EXPERIENCES:

	SA	A	UNC	D	SD	
Regular Semesters	89 (106)	112 (111)	37 (28)	17 (14)	10 (7)	265
Interim Term	123 (106)	109 (110)	18 (27)	10 (13)	4 (7)	264
	212	221	55	27	14	529

Chi Square = 16.442. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM J. STUDENTS WOULD LEARN MORE AND BETTER IN SOME COURSES IF MORE TIME WAS SPENT IN INDIVIDUAL STUDY EFFORTS RATHER THAN IN CLASSROOM WORK.

	SA	A	UNC	D	SD	
Regular Semesters	61 (81)	112 (106)	50 (44)	35 (28)	5 (5)	263
Interim Term	101 (81)	100 (106)	38 (44)	21 (28)	4 (5)	264
	162	212	88	56	9	527

Chi Square = 15.801. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM M. THE WAY IN WHICH MOST COURSES ARE TAUGHT MOTIVATES STUDENTS TO BECOME INVOLVED WITH THE MATERIALS SO THAT LEARNING BECOMES PERSONALLY MEANINGFUL TO THEM:

Regular Semesters	12 (28)	63 (79)	66 (67)	120 (91)	19 (15)	280
Interim Term	43 (27)	91 (75)	65 (64)	57 (86)	10 (14)	266
	55	154	131	177	29	546

Chi Square = 47.460. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM N. STUDENTS SHOULD HAVE THE FREEDOM TO PROGRAM MUCH MORE OF THEIR OWN CURRICULUM, EVEN IF THIS MEANS WORKING OUT APPROVED SELF-PREPARED COURSES:

	SA		A		UNC		D		SD		
Regular Semesters	87	(105)	79	(87)	46	(33)	42	(30)	10	(9)	264
Interim Term	123	(105)	95	(87)	20	(33)	18	(30)	8	(9)	264
	210		174		66		60		18		528

Chi Square = 27.707. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM Q. METHODS OF INSTRUCTION AT THIS COLLEGE DO NOT ALLOW FOR MUCH DISCUSSION AND REACTION BY STUDENTS:

	SA		A		UNC		D		SD		
Regular Semesters	5	(4)	31	(23)	27	(27)	142	(132)	57	(77)	262
Interim Term	3	(4)	15	(23)	26	(27)	122	(132)	96	(77)	262
	8		46		53		264		153		524

Chi Square = 17.540. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM R. THERE ARE MANY OPPORTUNITIES FOR INFORMAL EXCHANGE OF IDEAS BETWEEN STUDENTS AND FACULTY:

	SA		A		UNC		D		SD		
Regular Semesters	30	(45)	103	(101)	41	(43)	79	(64)	10	(8)	263
Interim Term	61	(46)	101	(102)	45	(43)	50	(65)	7	(9)	264
	91		204		86		129		17		527

Chi Square = 17.813. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM S. STUDENTS ARE MORE INTERESTED IN GETTING GOOD GRADES THAN IN LEARNING:

	SA	A	UNC	D	SD	
Regular Semester	34 (34)	100 (92)	58 (57)	61 (63)	7 (15)	261
Interim Term	30 (31)	73 (81)	49 (50)	58 (56)	22 (14)	232
	65	173	107	119	29	493

Chi Square = 11.524. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM S'. MOST STUDENTS ARE PRIMARILY CONCERNED ABOUT GRADES IN THEIR COURSES:

	SA	A	UNC	D	SD	
Regular Semester	37 (32)	103 (89)	51 (53)	69 (79)	2 (10)	262
Interim Term	26 (31)	75 (89)	55 (53)	88 (78)	17 (9)	261
	63	178	106	157	19	523

Chi Square + 20.616. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM U. IN GENERAL THE ATMOSPHERE OF LEARNING ACTIVITIES IS INTELLECTUALLY STIMULATING:

	SA	A	UNC	D	SD	
Regular Semester	23 (33)	122 (120)	52 (53)	52 (43)	12 (11)	261
Interim Term	43 (33)	118 (120)	55 (54)	35 (44)	11 (12)	262
	66	240	107	87	23	523

Chi Square = 9.575. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM C'. THERE SEEM TO BE A MUCH HIGHER NUMBER OF STUDENTS AT THIS COLLEGE WHO "CATCH-FIRE" AND ARE TURNED-ON BY THEIR STUDIES THAN THERE ARE STUDENTS WHO "GOOF-OFF" AND TURN-OFF (OR ARE TURNED-OFF BY) THEIR STUDIES:

	SA		A		UNC		D		SD		
Regular Semester	9	(14)	32	(42)	88	(81)	78	(73)	46	(44)	253
Interim Term	19	(14)	54	(44)	77	(84)	70		43	(45)	263
	28		86		165		148		89		516

Chi Square = 10.276. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM G'. I HAVE TAKEN (TAUGHT) COURSES THAT DUPLICATE MUCH OF WHAT I HAVE ALREADY BEEN TAUGHT (TAKEN) OR HAVE COVERED IN OTHER COURSES.

	SA		A		UNC		D		SD		
Regular Semester	23	(18)	62	(45)	25	(26)	125	(130)	27	(44)	262
Interim Term	13	(18)	27	(44)	27	(26)	134	(129)	60	(43)	261
	36		89		52		259		87		523

Chi Square - 29.447. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM H'. MOST STUDENTS IN THE COURSES I HAVE TAKEN (TAUGHT) SEEM TO WANT TO THINK SERIOUSLY ABOUT THE ISSUES THAT THE PROFESSORS RAISE.

Regular Semester	14	(23)	129	(135)	59	(57)	53	(40)	6	(7)	261
Interim Term	31	(22)	140	(134)	55	(57)	26	(39)	7	(6)	259
	45		269		114		79		13		520

Chi Square = 16.310. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM I'. I SPEND A LOT OF TIME DISCUSSING COURSE RELATED ISSUES WITH OTHER STUDENTS (FACULTY) AND FACULTY MEMBERS (STUDENTS) OUTSIDE OF CLASS:

	SA		A		UNC		D		SD		
Regular Semesters	21	(30)	119	(120)	21	(24)	87	(73)	13	(16)	261
Interim Term	38	(30)	120	(120)	27	(24)	58	(73)	18	(16)	261
	59		239		48		145		31		522

Chi Square = 12.259. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM L'. I EXPERIENCE CONSIDERABLE ACADEMIC STRESS AND ADVERSE ANXIETY ABOUT MY STUDIES:

	SA		A		UNC		D		SD		
Regular Semester	23	(18)	83	(64)	54	(52)	89	(104)	16	(28)	265
Interim Term	12	(17)	44	(63)	49	(51)	119	(103)	40	(28)	264
	35		127		103		208		56		529

Chi Square = 30.287. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

ITEM T'. MY INSTRUCTORS HAVE AROUSED MY INTEREST IN THEIR SUBJECT TO THE POINT THAT I HAVE READ MATERIAL BEYOND REQUIREMENTS. (ITEM FOR STUDENT SAMPLE ONLY.)

Regular Semester	7	(16)	96	(99)	30	(27)	72	(58)	4	(8)	209
Interim Term	26	(16)	95	(94)	28	(31)	49	(63)	13	(9)	211
	33		181		58		121		17		420

Chi Square = 20.519. Reject H_o at .05 level of significance.
Note: Expected frequencies are in parentheses.

APPENDIX VII

CLASSIFIED BIBLIOGRAPHY

CLASSIFIED BIBLIOGRAPHY

The Origin, Development, and Growth of 4-1-4 and the Interim Term:

Angell, Charles Edward. "A Study of the Origin and Development of the 4-1-4 Undergraduate College Program With Special Consideration for the Interim Term." Unpublished Ph.D. dissertation, University of Arkansas, 1969.

An historical survey of the 1968-69 population of 4-1-4 colleges in the United States based upon extensive review of catalogues and of analysis of responses to an original questionnaire: Angell notes that the 4-1-4 essentially is a new packaging of "educational practices prevalent in higher education for the whole of the 20th century; that 4-1-4 may be defined in terms of months or courses; and that the perceived advantages of the 4-1-4 are the elimination of the lame-duck session after the Christmas vacation, the provision of a needed break in the academic year and the opportunity for innovative courses, off-campus projects, and independent study, and the reduction of the fracturing of student learning.

Armstrong, Jack L. An Interim Term Digest. 2nd ed. revised. St. Paul, Minnesota: Macalester College, May, 1971.

A useful digest of the number of institutions operating under the 4-1-4 calendar (and variations of the theme): Armstrong further breaks down the population (although he admits that his population may not be exhaustive) by variations of the 4-1-4, by junior colleges with the 4-1-4 calendar, by those colleges that have discontinued the 4-1-4, and by existing consortia of Interim Term institutions. The Digest was first completed in October of 1969.

Bevan, John M. "The Interim Term: Its History and Modus Operandi," The Library-College Journal, 2 (Summer, 1969), 11-24.

One of the first descriptive study of the variations in 4-1-4 operations and objectives: Bevan discusses the development of the 4-1-4, the inherent problems of the innovation such as in enlisting faculty and student support, and presents some of the general findings related to effectiveness of the Interim Term from surveys completed at Florida Presbyterian College. Of particular note is that Bevan, who was Academic Dean when Florida Presbyterian College started their 4-1-4 program, suggests a procedure for institutions to follow for the calendar operation of the 4-1-4, from faculty submission of proposed Interim Term titles, to evaluation of the program.

Bouwman, Clark H. "A Report of the History and Progress of the 4-1-4 and the Operation of the 4-1-4 Calendar at Florida Presbyterian College," College and University, 45 (Summer, 1970), 625-636.

The article is based on a presentation to the American Association of Collegiate Registrars and Admission Officers. Bouwman discusses the definition of and varieties of the 4-1-4 and concentrates

upon the problems of implementation--e.g. the risk of being unmotivated after the holiday vacation period; the possibility of popularity contests for good faculty resulting; and the burden upon the library--as well as the "pluses" of the Interim Term--e.g. faculty exchange; timeliness of topics; projects with immediate social or political significance; and intercollegiate cooperation. Notes in conclusion that from observations of the practice of the 4-1-4 at Florida Presbyterian College the innovative effects of the Interim Term move out into the other semesters.

DiPasquale, Diane K., and Hanley, Katherine. "The Transfer to Four-One Four: Some Questions and Comments," Liberal Education, 57 (March, 1971), 24-27.

Results of an informal survey of 36 institutions operating under the 4-1-4 preceding the institutionalization of the Interim Term at Saint Rose College. The limited survey results indicated that while the 4-1-4 has provided the impetus for innovation and offers creativity and flexibility, it also demands conscientious effort and time commitment. Discusses some of the variations in the format and approaches at the institutions surveyed, and particularly provides some interesting information regarding faculty academic load. (No explanation is given for the limited number of institutions in the sample, considering the time period of the study, nor of sampling techniques.)

Garton, Jane Dwyre. "State Campuses Experiment With New Schedules," College Management, 6 (May, 1971), 23, 26.

The article primarily concentrates upon the new calendar adoptions of nine universities within the Wisconsin State University system. Of note is the mention that Wisconsin State University at Eau Claire considered adoption of the 4-1-4 but eventually turned down the implementation; that the calendars considered were devised at any rate to conclude the fall semester prior to the Christmas recess.

Grose, Robert F. (ed.). Academic Calendars: A Bibliography. Committee on Academic Calendars of the American Association of Collegiate Registrars and Admissions Officers. Amherst, Massachusetts: Amherst College, (April, 1970).

The Committee was formed in order to concentrate upon the new innovations in calendar operation with this bibliography of related references through December of 1969. Included within the bibliography are considerable numbers of unpublished documents produced by individual institutions. Use of the bibliography, however, is somewhat limited in that there is no differentiation of the articles in terms of the types of calendar innovations and thus the location of materials on the 4-1-4 calendar is lumped together with materials on year-round calendars, quarter systems, trimesters, etc.

Humphreys, Thiney S. "4-1-4 Plan, Now at 500 Colleges," The Chronicle of Higher Education, 6 (January 17, 1972), 1, 5.

In a report of the progress of the 4-1-4 innovation, Humphreys describes some of the variations in Interim Term programs, noting that between 500 and 600 institutions "now have a four-one-four calendar." From a small sampling of institutions, it is noted that there has been a generally favorable response to the 4-1-4 from students and faculty,

and in those institutions where participation in Interim Term is voluntary approximately 75-90% of the students elect to participate. The article gives considerable credence to the spread of the 4-1-4 calendar and Interim Term curriculum, although the figures given may be somewhat exaggerated.

"Newsmakers: 4-1-4," College Management, 7 (January, 1972), 6-7.
Based upon interviews with Dr. Robert N. Wells of St. Lawrence University and Dr. Clark H. Bouwman of the 4-1-4 Conference, it is noted that over 3,000 students and faculty recently spent the Interim Term abroad; that approximately 20% of the students concentrate upon independent study projects, while the rest work in small groups on a project. Cautions that appear in the article concerning 4-1-4 adoption include the cost factor, the increased demands upon the library, the necessity for increased cultural and recreational programs for students spending their Interim Terms on the campus. Bouwman is quoted as seeing the Interim Term as bringing change and innovation to higher education generally.

Rosselot, Max B. "Academic Calendars--A Revolution and a Revelation," Newsletter of the American Association of Collegiate Registrars and Admissions Officers, 14 (Summer, 1971), 22-23.
Based on a survey of 2,378 colleges and universities, the author concludes that a "calendar revolution" is taking place. His figures indicate that from 1969-70 to 1971-72 that some 1,104 institutions have or will have made a change in their calendar arrangement, and that from academic year 1970-71 to the 1971-72 academic year over 230 colleges have or will have changed to a 4-1-4 calendar.

Stickler, W. Hugh, and Thomas, Richard. "The Trend in Academic Calendars," College and University Business 47 (October, 1969), 76-77.
Makes the general observation based upon analyses of academic calendars that the traditional semester has lost ground--although it remains the most prevalent calendar pattern. The Winter Term or Inter-mester (Interim Term) is is put forth as a modification of the semester calendar and is an example of the increasing flexibility and movement away from the traditional calendars.

Analytical Investigations of 4-1-4 and the Interim Term:

Iverson, Joseph Gerhardt. "A Study of January Interim Programs With Special Consideration for Secondary Teacher Education." Unpublished Ph. D. dissertation, University of North Dakota, 1966.
Iverson's purpose in the research was to determine whether or not the Interim Term was found to be operational in the six colleges sampled and was fulfilling the expectations of students and faculty: He concludes that students and faculty were fulfilled and that initial reactions to the 4-1-4 were favorable--his very limited population and sample makes such a generalization questionable, however. His particular emphasis upon the Interim Term with secondary teacher education receives somewhat less impetus than the title would indicate. Seemingly the first dissertation in the area of 4-1-4 and the Interim Term.

Noonan, John F. "The Impact of Curricular Change on Faculty Behavior," Liberal Education, 57 (October, 1971), 344-358.

A report of an institutional self-analysis completed by Findlay College in order to determine the "climate of learning" previous to the beginning of a new calendar and curriculum. The study led to the adoption of a 3-3-3 calendar instead of the semester format. The major conclusion reached in the study and which has relevance to the concern for the 4-1-4 is that despite the change in credit hours, in major programs, in grading, and in teaching loads, the faculty and students changed very little as a result of the new program. Notes the necessity of such new programs expressing course objectives in order to facilitate faculty change and growth.

Rossmann, Jack E. "The Interim Term After Seven Years," Journal of Higher Education, 42 (October, 1971), 603-609.

A thorough intrainstitutional report of the continuing evaluation of the 4-1-4 calendar and Interim Term at Macalester College, based upon student-faculty surveys in February, 1969. Rossmann notes the increasing trend toward off-campus study, toward students taking Interim Term programs outside of their major such that the humanities gain students during the term while the natural and social sciences lose students, and toward the similarity of students and faculty opinions regarding the objectives of the Interim Term at Macalester. Concludes that satisfaction with the Interim Term at Macalester College has remained quite high and quite consistent over the seven years.

Rossmann, Jack E. "Student and Faculty Attitudes Toward the Interim Term: An Evaluation of Curricular Innovation," Liberal Education, 53 (December, 1967), 540-547.

A report of the initial evaluations of the Interim Term at the Macalester College instituted in September, 1963. The analysis, according to Rossmann, has shown that students involved in independent study and off-campus programs had even higher satisfaction with the Interim Term than students pursuing other areas such as group study and on-campus projects. In addition, it was found that the fine arts faculty have shown the highest level of satisfaction, but that there does not appear to be any significant differences among the faculty in general satisfaction by either academic rank or length of time involved with the 4-1-4 program.

Tyler, Dorothy. "4-1-4 and the Audio-Lingual Skills," The Modern Language Journal, 54 (April, 1970), 253-254.

A report of the utility of the Interim Term as a period of very intensive foreign language training, at Moravian College. Scores of students from the MLA Cooperative Listening and Speaking tests showed to the satisfaction of Tyler that most students make almost one year's progress in learning a foreign language during the one month Interim Term.

Editorialized Comments and Dialogue on 4-1-4 and the Interim Term:

Baskin, Samuel. "What's New in Higher Education?." NEA Journal, 53 (September, 1964), 54-56.

An early prediction about the greater emphasis that higher education has placed on independent study. Baskin remarks that the newness of independent study is that programs are being designed so that the whole institution pursues such study during a certain period of the academic year (i.e. Interim Term), so that students pursue such a study throughout their academic careers rather than at the very end, and so that all students and not merely the superior ones have the opportunity for independent study.

Bouwman, Clark H. "De-Schooling the Semester," Liberal Education, 57 (December, 1971), 488-499.

A provocative application of the theses of Ivan Illich in De-Schooling Society to the Interim Term, which indicates that 4-1-4 is playing a meaningful and necessary role in the transformation of traditional academic norms of higher education. As support for his position, Bouwman states that the Interim Term makes faculty re-think their teaching role, that it encourages topics of current interest, that it stimulates the involvement of students in the responsibility for their own education, and that it utilizes the "network of learning" that Illich discusses involving the learning from non-academicians and of life. Bouwman calls for the empirical investigation of the "radical impact" of 4-1-4 upon higher education.

Brick, Michael, and McGrath, Earl J. Innovation in Liberal Arts Colleges. New York: Teachers College Press, Columbia University, 1969.

Cites the development of the 4-1-4 as one of the major innovations in calendar and curriculum in the liberal arts college. In discussing some of the variations in 4-1-4 format and approaches, Brick and McGrath consider the following as advantages of the 4-1-4: a) students are encouraged to work independently such that resourcefulness and self-discipline are stressed; b) a closer interaction between faculty and students develops; and, c) the student-centered education is effective in improving problem-solving and the ability to apply concepts to fresh situations. In addition, the disadvantages of the 4-1-4 are considered to be: a) there is often a lack of faculty enthusiasm for advising students; b) some students feel that the work is too difficult--some students may not be ready for assuming the responsibility for their learning; and c) the potential high costs of the innovation.

Cartter, Allan M. "University Teaching and Excellence," Educational Record, 47 (Summer, 1966), 289-302.

Identifies the new emphasis upon students learning on their own as one of five current trends in undergraduate education. Cartter notes that the "new experiments with universal independent study during some period of one academic year, and frequently during each of four years, may set an improved pattern for the future." Cartter considers the remaining trends to be the birth of new institutions with an innovative spirit, the attack on the impersonality of education, the rediscovery that living is a learning experience, and the recent improvements in teaching technology. Also listed in the article are a number of direct obstacles to such trends or "improvements" based around the notion that "innovation is not a natural propensity of academic man," and that therefore man must force himself to be innovative.

Dearing, Bruce. "The Student on His Own: Independent Study," Higher Education: Some Newer Developments. Edited by Samuel Baskin. New York: McGraw-Hill Book Company, 1965, 49-77.

Discusses the "Interterm Plans" at Florida Presbyterian, Macalester, Colby, Bard, and Colorado Colleges as a method for independent study. Dearing notes the purpose of the Interim Term as being to replace the "lame-duck" period with a more stimulating experience for students and faculty. The article is particularly strong in terms of seeing the purposes of the 4-1-4 as being independent study, which is the larger concern of the article.

Mayhew, Lewis B. Colleges Today and Tomorrow. San Francisco: Jossey-Bass, Inc., 1969, 95-102.

Mayhew sees the rationale for the existence and development of the Interim Term as a response to the challenge of students who are uneasy about moving directly from high school to college. In other words, the Interim Term in this light is seen as a way to "interrupt their education and gain perspectives from which to view their academic work." In perhaps an oversimplification of the objectives of the Interim Term Mayhew sees Florida Presbyterian College and Beloit College as re-arranging their calendar so that the Interim Term can provide students with an off-campus experience.

Mayhew, Lewis. B. "The New College," Higher Education: Some Newer Developments. Edited by Samuel Baskin. New York: McGraw-Hill Book Company, 1965, 1-26.

The article traces some of the characteristics of the colleges begun from 1961 through 1964 and then describes some examples of colleges that fit this pattern. While the article includes a discussion of Florida Presbyterian College as such a "new college" with its development of the "Winter Term," it notes particularly that the 4-1-4 has emphasized individual research and study for all students, including freshmen. Mayhew includes an interesting comment on the problems that innovating institutions have had such as in the recruitment of faculty who can adapt to the innovation and in remaining flexible over time.

Mayhew, Lewis B., and Ford, Patrick J. Changing the Curriculum. San Francisco: Jossey-Bass, Inc., 1971.

Mayhew and Ford's central thesis is that colleges have not gone far enough in "changing the curriculum" so that it becomes based upon human needs. The 4-1-4 calendar/curriculum is cited as an attempt to resolve some of the critical curriculum issues--e.g. culture vs. utility, general learning vs. specific learning, elective systems vs. prescribed systems, education for the elite vs. for everyman, and discipline-centered vs. problem-centered learning. Mayhew and Ford note that the 4-1-4 (and other calendar variations from the semester system) is a way to break the orthodox time patterns and subsequently enhance learning.

Stickler, W. Hugh. "The Experimental College: Progress, Problems, and Prospects," Library-College Journal, 1 (Spring, 1968), 17-30.

An attempt to arrive at some generalizations regarding trends, approaches, and achievements of experimental colleges to date: they typically emphasize independent study, with the winter term or intermester

being a further attempt at individual, independent study, for example. Other generalizations may in fact be typical with institutions that have adopted the 4-1-4 although such is not directly indicated. Stickler cites as the problem of experimental colleges being the temptation to lapse into complacency and tradition, with indicated deficiencies being that little communication exists between those types of colleges, the goals often are fuzzy, the experimentation is limited to senior colleges, and that not enough attention has been paid to values or evaluation, among others.

Zimmer, Bill E., Bays, Olga W., and Bishop, Helen. "The 4-1-4: Two Sides of the Coin," College and University, 46 (Summer, 1971), 449-451.

A dialogue between a representative of one college that has found the 4-1-4 a successful innovation (Culver-Stockton College) and one that has found 4-1-4 unsuccessful and hence dropped it (Smith College). Bays from Culver-Stockton lists the added time between semesters, the voluntary nature of participation, and the increased opportunity for in-depth study as the reasons for its success on that campus. Bishop from Smith College lists the following as reasons for its discontinuance: students were required to be in residence during the interim period, but were not required to pursue any academic topic; the college retained the five course load during the regular semesters; that there were no safeguards or requirements for the undisciplined students; and that the college decided to undergo a comprehensive total curriculum study. In that Smith College is one of the few institutions that have adopted and then dropped the 4-1-4, the article leads itself to many speculations concerning a rationale for discontinuance of the 4-1-4.

Descriptions of 4-1-4 and the Interim Term at Selected Institutions:

Barr, C. R., and Mackey, J. L. "The Chemistry Curriculum and the January Term," Journal of Chemical Education, 46 (October, 1969), 653-655.

Describes the approach to offering courses in chemistry during the Interim Term at Austin College. In describing the techniques employed in the courses of Organic Chemistry and of Inorganic Chemistry, Barr and Mackey indicate that their approach helps solve the problem of limiting courses to majors, of standards for laboratory work, and of access to laboratory equipment.

Bevan, John M. "Florida Presbyterian College: A New Adventure in Education," Experimental Colleges: Their Role in American Higher Education. Edited by W. Hugh Stickler. Tallahassee: Florida State University, 1964, 91-105.

Discusses the initiation of the "Winter Term" at Florida Presbyterian College in January, 1961, designed to develop self-discipline possibilities. Bevan operationalizes the procedures that Florida Presbyterian College utilized to put the Winter Term into effect and concludes that the 4-1-4 is a way in which the College seeks to develop a program "in which independent study might become an academic way of life."

"Bluffton's Interterm: The Same for Everyone," College Management, 2 (May, 1967), 34-35.

In describing the Interim Term at Bluffton College, the article takes the point of view that more can be accomplished with the individual study if faculty and students focus on some aspect of a central theme rather than taking off on independent problems. Such a central theme for Bluffton College was "The City" in which ten areas of concentration were outlined.

"A Calendar to Meet a Curriculum: Why St. Olaf Adopted a 4-1-4 School Year," College Management, 1 (September, 1966), 24-28.

Emphasizes the importance of independent study as a rationale for adoption of the 4-1-4 calendar/curriculum. The program at St. Olaf College, Northfield, Minnesota, emphasizes regular catalogue courses that may be taken in the Interim Term and special courses designed exclusively for the Interim Term.

"Interims, Winterims: They Stimulate Independent Study," College Management, 3 (February, 1968), 34.

Article gives brief descriptions of the Interim Term programs at Bluffton College, Florida Presbyterian College, St. Olaf College, and Williams College, noting their similarities and differences in approach Makes special mention of the concern that there are no standard requirements for passing an Interim Term, and yet failure in such a project can be quite serious for the student and may even require him to withdraw.

"The Jan Plan," Newsweek, 69 (January 30, 1967), 88,91.

Notes the varieties of Interim Term programs existing at Bluffton College, Colby College, Hollins College, Florida Presbyterian College, and St. Olaf College, while concentrating upon the "Jan Plan" at Colgate University. Notes that the enthusiasm for the Interim Term is growing at Colgate but that there is the possibility that students will disregard the potentially exciting educational experience.

Landolt, Robert George. "A One-Month Course in Instrumental Organic Structural Analysis," Journal of Chemical Education, 46 (October, 1969) 661-662.

Gives the mechanisms and utility of a course in organic analysis that has met exceptional student response at Muskingum College. Landolt speculates that the reasons for the very positive response are the possibility for concentrated work afforded by the interim program, the lack of examinations, and the problem-oriented nature of the laboratory work. The course apparently has succeeded and emphasizes the spontaneous learning by encounter.

Mason, Beth B., and Moore, Douglas R. Moore. "Toward a Strategy of Evaluation for a New College," The New Colleges: Toward an Appraisal. Paul L. Dressel (ed.). Iowa City, Iowa: American College Testing Program and American Association for Higher Education, 1971, 155-176.

In a book devoted to the prospects and realities of the evaluation of programs at some of the newly instituted colleges, Callison College of the University of the Pacific states its case. Callison College is described as a cluster college with the Interim Term concentrating upon

initiating the student to independent study around the general all-college concentration for India studies, begun in September, 1967. Included are some interesting statements on the attempts of the institution to evaluate its curriculum along several phases.

McClew, Robert W. et al. "Interim Versus Single Spring Schedules--A Dialogue on Uneven Calendars," College and University, 44 (Summer, 1969), 535-542.

A presentation of the Interim Term programs at four institutions: a) The University of Redlands which operates on a 4-1-4 consisting of 14-4-14 weeks and has since 1967; b) Western College for Women which operates under a 4-4-2 program, finding the Interim Term at the end of the school year has the advantage of obtaining grades for students long before graduation, and has been under this system since 1965; c) Gustavus Adolphus College which operates under a 4-1-4 format and has since 1963 and has been able to emphasize coordination with other colleges for student exchanges and faculty rotations; and, d) Hanover College which has operated under a 3-3-1 program since 1962 consisting of 14-14-5 weeks and finds this system advantageous over the typical 4-1-4 in that the weather in their area is more appropriate for off-campus projects in the spring and since students can then remain overseas for the summer.

McCoy, Pressley C. "Johnston College: An Experimenting Model," The New Colleges: Toward an Appraisal. Edited by Paul L. Dressel. Iowa City, Iowa: American College Testing Program and American Association for Higher Education, 1971, 53-87.

Johnston College is an experimental college of the University of Redlands, which operates with the Interim Term as part of the curriculum. In that the book is devoted to such experimental colleges and their attempts at evaluation, McCoy mentions some of the scattered methods that the college so uses in its self-evaluation. Regarding the Interim Term, it is noted that students and faculty negotiate the curriculum to be offered on an individual basis and then set up contractual procedures so that the student must set his own goals and be responsible for their realization.

Monroe, Stuart B. "An Organic Colloquy," Journal of Chemical Education, 46 (October, 1969), 657-658.

Discusses the mechanisms of a course in organic chemistry research at Randolph-Macon College which approaches the course from the point of a colloquy. The emphases of the course are on library and laboratory assignments, independent and team work.

Neithamer, Richard W., Hatala, Robert J., and Ferguson, Philip R. "A Decade of Winter Term," Journal of Chemical Education. 46 (October, 1969), 659-660.

Based on the Interim Term experiences at Florida Presbyterian College, the article lists several advantages to utilizing the 4-1-4 format for learning chemistry such as: students may be introduced to research processes; exploratory work can be carried out and perhaps lead to further work during the second semester; students are introduced to chemical literature in a working sense.

"New Calendar Offers Student Widest Flexibility," College Management, 6 (May, 1971), 27-28.

Presents various academic calendars that might be utilized for a modular twelve week term, while then concentrating upon the calendar operation at Mt. Vernon College which uses a 4-1-4 based on 12-6-12 week sessions. The flexibility of this pattern is emphasized in that within each of the terms, the students may then take courses of 12 week, 6 week, and/or 3 week duration, thus creating Interim Terms within Interim Terms.

Richardson, Barrie, and DeVaul, Albert. "The Bethany College January Plan: A Free Market in Education," The North Central Association Quarterly, 43 (Winter, 1969), 288-291.

Describes what the authors consider to be a most novel approach to the Interim Term concept in that instructors are compensated for that period in direct proportion to the number of students they attract to their particular projects. Thus a "free market" system for instruction is put forth using monetary inducements as a way of achieving quality of performance by the faculty at Bethany College.

Rude, Leslie G. "Hartwick College Uses Three-Three-Plus Calendar," College and University Business, 47 (October, 1969), 77-78.

The new calendar operation at Hartwick College consisting of three terms of ten weeks each and one term of three weeks in December, creating a 3-1-3-3. The shorter term is thus utilized for experimental programs of interdisciplinary study (for freshmen and sophomores) and of independent study (for juniors and seniors).

Schwartz, A. Truman. "Introductory Alchemy: A New Course in the Chemistry Curriculum?," Journal of Chemical Education, 46 (October, 1969) 655-657.

In order to fill the need for Interim Term courses in chemistry that do not have prerequisites and thus have broad appeal, Macalester College developed a course called "Introductory Alchemy and How to Make Gold for Fun and Profit." The emphasis of the course is suggested to be upon an interdisciplinary approach combining philosophical, theological, mystical, psychological, technological, and scientific content. Further mechanisms of the course are given with the general conclusion given that such an unconventional approach has been experienced to have considerable scholarly and educational value.

Stewart, David C. "Intellectual Recreation at Mid-Year," Saturday Review, 49 (March 19, 1966), 79-80.

The article is based upon the Interim Term experiences of students and faculty at Colgate University during their "January Special Studies Period" which consisted of an off-campus trip to New York City for a cultural orientation. Concludes that such a program is a way to"build intellectual refreshment into its highly pressurized academic semesters."

Strider, Robert E. L. "The Colby January Program," Liberal Education, 48 (October, 1962), 388-395.

Very early portrait of the program of independent study begun at Colby College in January, 1962. It is noted that the idea for the special study month was some three years in the making and grew out of a

desire to extend to students a greater measure of responsibility for their own learning and thus emphasize independent study, as well as out of a dissatisfaction with the lame-duck session between Christmas holidays and final exams. Strider comments on some of the problems and successes of the Interim Term plan at Colby College as seen at that 1962 time.

"Universities: Mini-Semester at Redlands," School and Society, 97 (March, 1969), 144-146.

A report of the Interim Term at the University of Redlands which was begun in January 1968. Emphasis is indicated to be upon interdisciplinary courses, off-campus travel programs, and experimental on-campus courses. Some 94% of the students and 89% of the faculty are said to have given the Interim Term a "vote of confidence," but it is not reported upon what basis or sample such a testimony is given.

"Winter Term," Newsweek, 59 (February 5, 1962), 82.

One of the first articles devoted to an explanation of the Interim Term, this particular one concentrating upon the "Winter Term" innovation at Florida Presbyterian College. Some student testimony and reaction and some of the variations in the program are mentioned in this brief statement.

Wireman, Billy O., and Jacobson, John H. "Florida Presbyterian College: The First Ten Years," Educational Record, 52 (Winter, 1971), 72-79.

The article answers the question, to what extent has Florida Presbyterian College succeeded during its innovative first decade? A major aim of the college is listed to be to encourage the student to be responsible for his own education and thus indepdendent and the "Winter Term" have become the essential elements. Essentially the article thus consists of descriptive and personal evaluations by Wireman and Jacobson, the president and academic dean of the college respectively.

Unpublished Manuscripts on 4-1-4 and the Interim Term:

Armstrong, Jack L. "Interinstitutional Cooperation Through a 4-1-4 Calendar." Macalester College, St. Paul, Minnesota, 1970. (Mimeographed)

Based on the assumption that the shared 4-1-4 calendar has made interinstitutional cooperation possible, Armstrong lists the following kinds of resulting cooperation: student and faculty exchange; the sharing of special environmental, library, and other resources; international programs; cross registration; and course planning. The manuscript has been accepted by Library-College Journal for publication.

Armstrong, Jack L. "It's Called the Interim Term." Macalester College, St. Paul, Minnesota, 1971. (Mimeographed)

The manuscript develops the Interim Term idea from the Florida Presbyterian College and Colby College beginnings as it has spread to large universities and secondary schools. Concentrates upon some of the variations in length, requirements, titles, and objectives, and

upon the Interim Term experiences at Macalester College. Is a good, short yet explicit account of the development of the Interim Term concept.

Armstrong, Jack L. "Patterns of Student Enrollment Inside and Outside the Major Field During the January Interim Term." Macalester College, St. Paul, Minnesota, 1971. (Mimeographed)

Begins with the assumption that one reason for adopting the 4-1-4 is to provide an exciting and less threatening opportunity for students to venture into course work or independent study outside of their major field, and then seeks to examine that assumption as a reality. Over a four year period at Macalester College, Amrstrong found that less than 4% of the students took all four of their Interim Term projects in the same department; that no department was responsible during that time for a disproportionate number of the students; and that over 75% of the students during the time distributed their four Interim Term projects over at least three different departments. His conclusion is that based upon the evidence he collected, there is no reason to have a requirement that students must take an Interim Term outside of their major field of specialization.

Bevan, John M. "4-1-4 and Innovation." Keynote Address, 2nd Annual Meeting of 4-1-4 Conference, Chicago, March 12-14, 1971. (Mimeographed)

Bevan comments on the "inflamed" and "confused" situation within higher education and thus asks what the 4-1-4 calendar/curriculum has done to merit its growing acceptance. Indicates that the 4-1-4 seems to "fill a void created and maintained by most conventionally designed semester programs." Admonishes the 4-1-4 Conference that it not be content in its ways but push on for further innovation and experimentation in curriculum and instruction, so that the "sounds emitted by the interim term movement do hot herald extinction, but the beginnings of a renaissance in liberal arts education."

Bouwman, Clark H. "The 4-1-4 Conference." St. Petersburg, Florida, October, 1971. (Mimeographed)

Bouwman discusses the development and functions of the 4-1-4 Conference which was begun in 1967. Of particular interest is the fact that the needs of the Conference members have evolved from workshop sessions to consultations for schools considering the adoption of the Interim Term, to inter-campus exchange of students and faculty, and most recently, to research and evaluations, particularly cross-campus or interinstitutional research efforts.

Rossmann, Jack E. "The Interim Term After Six Years." Macalester College, St. Paul, Minnesota. (Mimeographed) Originally an address presented at the Tenth Annual Forum of the Association for Institutional Research, May, 1970.

The paper is the original manuscript that was edited and then published in the Journal of Higher Education, October, 1971. The paper includes all of the original tables that in many cases were omitted from the published article or squashed down within the context of the article. For example, there is a table that breaks down the extent to

which majors in fine arts, humanities, natural sciences, and the social and behavioral sciences crossed their field of specialization for another discipline during the Interim Term. Another table presents the distribution of student opinion and faculty opinion regarding the degree to which students "caught fire," "goofed off," or "performed adequately," showing surprising agreement between students and faculty. There is of course little new information in this original manuscript, and probably the published article is more readable in the final edited version, but the additional tables in the original afford a more in-depth analysis of the survey.

ADDENDUM TO CLASSIFIED BIBLIOGRAPHY:

I. Origin Development and Growth of 4-1-4:

Armstrong, Jack L. "Interinstitutional Cooperation Through a 4-1-4 Calendar." Macalester College, St. Paul, Minnesota, 1970. (Mimeographed)

Based on the assumption that the shared 4-1-4 calendar has made interinstitutional cooperation possible, Armstrong lists the following kinds of resulting cooperation: student and faculty exchange; the sharing of special environmental, library, and other resources; international programs; cross registration; and course planning. The manuscript has been accepted for publication by Learning Today.

Davis, James R. "The Changing College Calendar," The Journal of Higher Education, 43 (February, 1972), 142-150.

Discusses some of the changes that have taken place in many colleges and universities from the traditional quarter and semester systems. Much of the article focuses upon the 4-1-4 "experiment" by discussing some of the variations in programs and formats that exist in many of the 4-1-4 institutions. Davis states that some 500 institutions have now adopted the 4-1-4, although he does not cite his reference. He similarly leaves himself open to argument by failing to indicate evidence for most of his propositions. Does briefly trace the development of the many variations in academic calendar.

Karman, Thomas A. "The Defiance College Winter Term," Improving College and University Teaching, 19 (Autumn, 1971), 309-313.

Describes the Winter Term at Defiance College with a special emphasis upon the student generated facet of the program, in which the student is placed in an unstructured environment where he must teach himself. Karman indicates that there is a need for administrators to support and encourage faculty who may not be familiar with the concept of the interim term. Also presented in interesting fashion, are some of the little-discussed instructional difficulties faced by faculty during the interim term.

Tillyer, David A. "What Is a 4:1:4?," Improving College and University Teaching, 19 (Autumn, 1971), 307-308.

Describes the progress and problems in making the switch to a 4-1-4 calendar at Defiance College. Notes that the institutionalization of the interim term resulted in the revision of the degree requirements, of course syllabi, and in beginning the academic term a week earlier in the fall.

II. Analytical Investigations of 4-1-4:

Dressel, Paul L. (ed.) The New Colleges: Toward an Appraisal. Iowa City, Iowa: The American College Testing Program and the American Association for Higher Education, 1971.

Dressel admonishes that these so-called new colleges have not only failed to meet the responsibility and obligation of evaluation but also have rejected that responsibility. Various excuses are put forth by the twelve institutions including the methodological difficulties of evaluation, the problems of financing and budgeting the evaluation, the problems of obtaining and maintaining the expertise necessary for the evaluation, and the mightier-than-thou attitude that this particular college is so unique and so innovative that it defies evaluation.

Holmes, Roger M. "Influences of the 4-1-4 Plan on Curriculum and Administration," Unpublished Ed.D. dissertation, Indiana University, 1972.

Results of a survey of some 77 institutions operating under a 4-1-4 calendar since at least 1968-69. Data are largely descriptive in nature, categorizing the types of courses and percentage enrollment, system of crediting course work, interim term requirements, and the like. The second portion of the research deals with the presumed "influences" of the 4-1-4 on various aspects of the institution, as seen through the eyes of the Academic Dean or Director of the Interim Term at the participating institutions. It is this last characteristic that bases the information upon the often subjective responses of the administrator of the different institutions, that makes the findings somewhat less than reliable.

Stark, Joan S. "The 4-1-4 Bandwagon," Journal of Higher Education, 43 (May, 1972), 381-390.

Provocative article which concentrates upon the wide variety of 4-1-4 programs. Stark presents a continuum of 4-1-4 programs in which at one end are the "experiences" interpretation of the interim term, while at the other end, are the "structured" interpretation of the interim term. Proposes a series of three questions which an institution should address itself before adopting a 4-1-4 calendar. Concludes that a college should not adopt the 4-1-4 unless it is convinced that a "4-1-4 calendar will supply the unique pattern of learning experiences necessary to its accepted philosophy."